

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey

Curriculum Guide
English 3: Grade 11 – American Literature

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English 3: American Literature (11th grade)

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The *English 3* curriculum is aligned with both the new *National Common Core Standards* and the 21st century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21st Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

Mapping/Sequence: The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The *English 3* course is divided into 6 units each focusing on a different time period (A New World/Nation, American Romanticism, Troubled Young Nation, Emerging Modernism, Challenges and Successes of the 20th Century, Shakespearean Influence in America). Although the units are arranged chronologically, a teacher may introduce the units in an order that he/she feels best meets the needs of the class. The units and material covered has been adapted for Special Education- Vocational Education and Special Training Program and the individual needs of the individual students.

Pacing: Each of the 6 units provides a time frame that averages between 6 and 8 weeks, taking into consideration the time needed to complete the writing activities that will be done in conjunction with the thematic unit study. Will be adapted to the individual needs of the individual students.

Resources: In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	A New World/Nation	Grade Level	11 th
Curriculum Area	English Language Arts- VEST	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
Reading Literature			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: 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).			
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
Reading Informational Text			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the			

course of the text.

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

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

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

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

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

Writing

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards.)

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

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

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

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

Speaking and Listening

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

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

SL.11-12.6: 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 of the Common Core Standards for specific expectations.)

Language

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

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving

skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1- construct logical and effective arguments.

T2- better understand current events by drawing comparisons to historical events.

T3- read texts critically, and distinguish facts and logic from propaganda.

T4- participate effectively in a democratic society.

Meaning

Understandings

Students will understand that...

U1- Writers generate ideas for writing by looking to their own lives, discussing important events, responding to reading, elaborating on an existing idea, imagining new possibilities, and questioning the world. He/she then develops those ideas by attending to specific conventions and considerations of that particular genre of writing.

U2- Texts may often be *persuasive* without being *logically* connected; a good argument is constructed using both persuasion and logic as a foundation.

U3- Religion has not only impacted our early history as a nation such as early settlers' quest for religious freedom, Puritan ideals that influenced early forms of government, and Christian tenets represented in foundational documents, but it also continues to impact contemporary debates in American politics and legislation.

Essential Questions

Students will keep considering...

Q1- How do writers select and develop ideas in their writing?

Q2- Is something *persuasive* always *logical*?

Q3- What impact has religion had on the country and its people, both historically and presently?

Q4- What role does fear play in influencing human behavior?

Q5- What responsibility, if any, does an individual have towards society?

<p>U4- Throughout history it has been evidenced that when people are fearful, they can be irrational and easily manipulated, become more immersed in their own prejudices and superstitions, and may even act violently towards others in order to do what they believe is necessary to protect themselves.</p> <p>U5-Students may debate whether it is more important to act in one's own best interest, or in the interest of society as a whole.</p>	
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Reading Skills</p> <p>K1- the process of identifying the main idea and determining important information in a text.</p> <p>K2- how to make predictions before and during reading, including how to use genre to make predictions about text structure.</p> <p>K3- the importance of asking questions during reading to engage in the reading process.</p> <p>K4- the definition of logical fallacies, and how to identify propaganda and bias in texts.</p> <p>Writing Skills</p> <p>K5- how to define the parts of an argument (data, claim/thesis, warrants, qualifiers, rebuttals, backing) and identify them in context.</p> <p>K6- structural characteristics of argumentative writing (style, tone, organization) within its varied forms (sermons, speeches, letters, essays, multi-media presentations).</p> <p>K7- how to define and identify the rhetorical appeals (logos,</p>	<p>Reading Skills</p> <p>S1- identify the main idea and/or author's point of view in a text(s), and cite the textual evidence that supports it.</p> <p>S2- make predictions before and during reading, including using genre to make predictions about text structure.</p> <p>S3- ask critical and analytical questions of the text, its author(s), and each other to drive comprehension.</p> <p>S4- read critically to identify logical fallacies, propaganda, and bias in texts.</p> <p>Writing Skills</p> <p>S5- identify an author's thesis in a given text and the evidence he/she uses to support it, and evaluate how the evidence supports the thesis.</p> <p>S6- trace the development of an author's argument and analyze the effectiveness of structural and rhetorical choices based on his/her purpose for writing.</p> <p>S7- construct an argument to support a thesis using logical</p>

<p>pathos, ethos, and kairos).</p> <p>K8- how to gather and synthesize information from a variety of texts to support a thesis.</p> <p>Literary Knowledge</p> <p>K9- common literary devices, specifically those found in 17th and 18th century American texts, founding documents, and argumentative writing (allusion, anecdote, analogy, audience, diction, hyperbole, irony, parallelism, repetition, imagery/ sensory language, simile, metaphor, symbol, theme, tone).</p> <p>K10- how the experiences of Native Americans and early American settlers have been represented through literature of the colonial period.</p> <p>K11- characteristics of Puritan literature and the role of religion in early American life.</p> <p>K12- the historic and literary significance of America's founding documents.</p>	<p>reasoning, rhetorical appeals, and relevant and sufficient evidence.</p> <p>Literary Knowledge</p> <p>S8- define and identify in context common literary devices, specifically those found in 17th and 18th century American texts, founding documents, and argumentative writing (allusion, anecdote, analogy, audience, diction, hyperbole, irony, parallelism, repetition, imagery/ sensory language, simile, metaphor, symbol, theme, tone).</p> <p>S9- compare and contrast the experiences of Native Americans and early American settlers as conveyed through literature of the colonial period.</p> <p>S10- identify elements of Puritanism in early American literature and analyze the role of religion in early American life.</p> <p>S11- identify and explain the historic and literary significance of America's founding documents.</p>
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Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	<ul style="list-style-type: none"> • Preparedness • Degree of Accuracy • Evidence of Understanding • Critical Thinking 	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <ol style="list-style-type: none"> 1. Quizzes 2. Classwork 3. Homework 4. Class Participation 5. Conferencing

	<ul style="list-style-type: none"> • Logic and Reasoning • Clarity and Organization • Quality of Presentation 	<p>Summative</p> <ol style="list-style-type: none"> 1. Socratic Seminar-adapted for level of learners 2. Essay 3. Test or Project
	<ul style="list-style-type: none"> • Grammar Conventions • Sentence Mechanics and Fluency • Reliability of Sources 	<p><u>Other Evidence</u></p> <p>Formative</p> <ol style="list-style-type: none"> 1. Journal Entries 2. Blog/Wiki Posts 3. Exit Slips 4. Group Discussion 5. Notebook Checks
		<p>Summative</p> <ol style="list-style-type: none"> 1. Presentations 2. Short Essays

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>While reading, focus on a specific strategy, such as making predictions about text structure, identifying the main idea, or asking questions of the text or author. Record these reflections in a journal or other</p>	<p><u>Play</u> <i>The Crucible</i> by Arthur Miller</p> <p><u>Short Stories- Pearson</u> Navajo Origin Legend <i>The Black Cat</i>- by Edgar Allan Poe- pg. 46 <i>The Fiddler</i>- by Herman Melville-pg. 110</p>

	note-taking format. (RL.11-12.4, L.11-12.4-6)	<u>Non-Fiction</u> "Sinners in the Hands of an Angry God" Iroquois Constitution Plymouth Plantation History of Virginia Letters; American Farmer Benjamin Franklin; Autobiography The Crisis, Number One The Declaration of Independence Pearson- September 11 Literature – pg. 566 Select from above as appropriate
	Socratic Seminar and/or Essay Through Socratic Seminar or essay format, analyze and debate one or more of the Essential Questions for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. (W.11-12.1, W.11-12.4, W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1)	
	Argumentative Essay Write an argument to support claims, using valid reasoning, and relevant evidence. <i>This may be a new piece, or a development of previous work.</i> (W.11-12.1, W.11-12.4-5, W.11-12.7-10)	
	Writer's Workshop Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> Toulmin model, logical fallacies, rhetorical tools, etc.). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or GoogleDocs, to aid the feedback and revision process.</i> (RI.11-12.1, RI.11-12.6, W.11-12.1, W.11-12.4-10, L.11-12.1-3)	

	Suggested Activities	Suggested Resources
	<p>PowerPoint Presentation</p> <p>With a partner or small group, conduct a short research project that examines the author's life, and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or evaluate new information.</i> (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)</p>	<p><u>Short Stories</u></p> <p>"Earth on Turtle's Back"</p> <p>"When Grizzlies Walked Upright"</p> <p>Pearson</p> <p>Select as appropriate from text</p> <p><u>Non-Fiction</u></p> <p>"The Interesting Narrative of the Life of Olaudah Equiano"</p> <p>"Journey Through Texas"</p> <p>"Boulders Taller....Tower of Seville"</p> <p>"Poor Richard's Almanac"</p> <p>"Speech to the Virginia Convention"</p> <p>"Letter to her Daughter from the White House"</p>
	<p>Blogging/Wiki/Discussion Board or other Internet Publication</p> <p>In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, L.11-12.1-6)</p>	
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)</p>	

	<p>One Page Reflection</p> <p>In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Close Reading</p> <p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the</p>	

	<p>author's choices regarding the structure, and development, and how they contribute to the overall impact of the text. <i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate.</i> (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original text based on student ability and experience.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</p>	
	<p>Socratic Seminar/ and or Essay Analysis of Two Texts</p> <p>Analyze how two separate texts examine and interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions. <i>Might also be adapted to analyze how the same text is interpreted through different mediums.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4,</p>	

	L.11-12.3-5)	
	Class Debate Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally, supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials.</i> (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)	

Strategies for Differentiation

Graphic Organizers	Flexible Grouping
Adjusted Questions	Agenda/Calendar of Assignments
Flexible Assignments/Student Choice	Concept Mapping
Study Guides/Outlines	Tiered Assignments
Learning Centers	Independent Study
Curriculum Compacting	<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>

For further guidance, please refer to the following text, located in the English department library:
 Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	American Romanticism	Grade Level	11 th
Curriculum Area	English Language Arts-VEST	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
Reading Literature			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
Reading Informational Text			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			

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

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

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

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

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

Writing

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

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards).

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

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

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

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

Speaking and Listening

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

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

Language

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. 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.
- 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).

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity

and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **X** Global Awareness

☒ **X** Civic Literacy

☒ **X** Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1- convey information clearly and logically.

T2- determine the meaning of unfamiliar words and phrases they encounter.

T3- select the most relevant and effective data to support their ideas.

Meaning

Understandings

Students will understand that...

U1- Writing that is organized effectively has a clear sense of direction, connects ideas, details, and events with appropriate transitions, develops the sequence of the piece using appropriate pacing, provides a conclusion, and is generally the product of multiple revisions.

U2- Language, and how it is used is context-specific and fluid; the denotation/connotation of words and phrases is always changing with use and is carefully selected by writers/speakers for its impact in a given context. Understanding the intended message of texts/speakers from time periods or locations sometimes requires learning more about the meaning of particular words and phrases in those contexts.

Essential Questions

Students will keep considering...

Q1- What makes a piece of writing effectively organized?

Q2- How have word meanings changed over time, and what impact does that have on writing/reading?

Q3- What are the responsibilities of an individual within a society? Do ideas such as those presented by the Transcendentalists still have relevance in today's society?

Q4- Is there ever a time when it is right to break the law?

<p>U3- The Transcendentalists presented ideas about the responsibilities of the individual in society, the role of society in shaping who we are, the values of living simply, and our relationship with nature that are universal and still relevant discussions for today.</p> <p>U4- Laws may not always be morally <i>just</i> in a given context, and those who make laws may not always be free from moral corruption.</p>	
Acquisition	
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<p>Reading Skills</p> <p>K1: how to make connections to the text during reading to improve comprehension.</p> <p>K2: the importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p>K3: how to construct and revise summaries of the text as they read.</p> <p>K4: the process of making inferences and drawing conclusions from the text.</p> <p>Writing Skills</p> <p>K5: the function of expository writing and its defining characteristics (including its style, tone, organizational patterns).</p> <p>K6: how to select the most appropriate, relevant, and significant information to support a thesis, and how to effectively transition from one supporting idea to the next.</p> <p>K7: the importance of presenting ideas and information clearly, accurately, and as part of a unified whole.</p>	<p>Reading Skills</p> <p>S1: draw from, compare, and integrate their prior knowledge with material in the text.</p> <p>S2: use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p>S3: construct and revise summaries of the text as they read.</p> <p>S4: use information from the text to make inferences and draw conclusions, and articulate the logical foundation for their claims.</p> <p>Writing Skills</p> <p>S5: trace the organization of an expository text and analyze the effectiveness of the author's tone, style, transitions, and support given its purpose.</p> <p>S6: introduce a topic, select accurate and appropriate information to support it, present information in a linear, cogent manner, and conclude the essay effectively.</p> <p>S7: analyze how effectively expository writing (an author's or</p>

<p>Literary Knowledge</p> <p>K8: common literary devices, specifically those found in 18th and 19th century foundational works of American Literature (indirect and direct characterization, point of view, genre, parable, imagery / sensory language, symbol, theme, style, figurative language, metaphor, rhyme, free verse, diction).</p> <p>K9: definition and characteristics of transcendentalism and American Romanticism, and how they are related.</p>		<p>their own), conveys information clearly, accurately, and as part of a unified whole.</p> <p>Literary Knowledge</p> <p>S8: define and identify in context common literary devices, specifically those found in 18th and 19th century foundational works of American Literature (indirect and direct characterization, point of view, genre, parable, imagery / sensory language, symbol, theme, style, figurative language, metaphor, rhyme, free verse, diction).</p> <p>S9: identify characteristics of transcendentalism and American Romanticism in the context of writing from that period, and analyze and evaluate the relationship between the two.</p> <p>S10: trace the emerging theme of individualism in 17th and 18th century American literature, and analyze how it is both different from and informed by Puritan ideals.</p>
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	<ul style="list-style-type: none">• Preparedness• Degree of Accuracy• Evidence of Understanding• Critical Thinking	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <p>6. Quizzes</p> <p>7. Classwork</p> <p>8. Homework</p> <p>9. Class Participation</p> <p>10. Conferencing</p>

	<ul style="list-style-type: none"> • Logic and Reasoning • Clarity and Organization • Quality of Presentation 	Summative <ol style="list-style-type: none"> 1. Socratic Seminar 2. Essay 3. Test or Project
	<ul style="list-style-type: none"> • Grammar Conventions • Sentence Mechanics and Fluency • Reliability of Sources 	<p><u>Other Evidence</u></p> Formative <ol style="list-style-type: none"> 6. Journal Entries 7. Blog/Wiki Posts 8. Exit Slips 9. Group Discussion 10. Notebook Checks
		Summative <ol style="list-style-type: none"> 3. Presentations 4. Short Essays

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>While reading, focus on a specific strategy, such as making connections to prior knowledge, constructing summaries of the text, or developing inferences based evidence in the text. Record these reflections</p>	<p>Select two as appropriate for individual levels</p> <p><u>Short Stories</u></p> <p>"The Devil and Tom Walker" (Irving)</p> <p>"From Moby Dick" (Melville)</p> <p>"The Minister's Black Veil" (Hawthorne)</p>

	in a journal or other note-taking format. (RL.11-12.4, L.11-12.4-6)	<u>Non-Fiction</u> From <i>Nature, Self Reliance</i> (Emerson) <i>Walden, Civil Disobedience</i> (Thoreau)
	Socratic Seminar and/or Essay Through Socratic Seminar or essay format, analyze and debate one or more of the Essential Questions for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. (W.11-12.1, W.11-12.4, W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1)	<u>Poetry</u> Emily Dickinson Poetry Walt Whitman Poetry, Nonfiction
	Expository Essay Write an informative/explanatory paper to examine and convey complex ideas and information, and develop this idea by selecting relevant and appropriate information for support. <i>This may be a new piece, or a development of previous work.</i> (W.11-12.2, W.11-12.4-5, W.11-12.7-10)	
	Writer's Workshop Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> organization, appropriate sources, logical development, etc.). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or</i>	

	<i>GoogleDocs, to aid the feedback and revision process. (RI.11-12.3, RI.11-12.6, W.11-12.2, W.11-12.4-10, L.11-12.1-3)</i>	
	Suggested Activities	Suggested Resources
	<p>PowerPoint Presentation</p> <p>With a partner or small group, conduct a short research project that examines the author's life, and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or evaluate new information. (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)</i></p>	<p>Select as appropriate:</p> <p><u>Short Story</u> "The Fall of the House of Usher" (Poe) "Young Goodman Brown" (Hawthorne)</p> <p><u>Poetry</u> Longfellow Poetry "The Raven" (Poe)</p>
	<p>Blogging/Wiki/Discussion Board or other Internet Publication</p> <p>In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, L.11-12.1-6)</p>	
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become</i></p>	

	<i>the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)	
	<p>One Page Reflection</p> <p>In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10, RI.11-12.1-10, SL.11-12.1-4)</p>	
	Close Reading	

	<p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the author's choices regarding the structure, and development, and how they contribute to the overall impact of the text. <i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate.</i> (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original text based on student ability and experience.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</p>	
	<p>Socratic Seminar/ and or Essay Analysis of Two Texts</p> <p>Analyze how two separate texts examine and interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions.</p>	

	<i>Might also be adapted to analyze how the same text is interpreted through different mediums. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4, L.11-12.3-5)</i>	
	Class Debate Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally, supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials. (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)</i>	
Strategies for Differentiation		
Graphic Organizers	Flexible Grouping	
Adjusted Questions	Agenda/Calendar of Assignments	
Flexible Assignments/Student Choice	Concept Mapping	
Study Guides/Outlines	Tiered Assignments	
Learning Centers	Independent Study	
Curriculum Compacting	<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>	
For further guidance, please refer to the following text, located in the English department library: Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).		

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	A Troubled Young Nation	Grade Level	11 th
Curriculum Area	English Language Arts- VEST	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
Reading Literature			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: 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).			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
Reading Informational Text			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			

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

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

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

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

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

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

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

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

Writing

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards.)

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

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

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

Speaking and Listening

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

SL.11-12.6: 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 of the Common Core Standards for specific expectations.)

Language

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. 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.
- 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).

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☐ Global Awareness

☒ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☒ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1- continue to strengthen and refine their voice as writers.

T2- decode and comprehend unfamiliar texts using a variety of strategies.

T3- participate effectively in a democratic society.

Meaning

Understandings

Essential Questions

Students will understand that...	Students will keep considering...
<p>U1- A writer's unique tone and style develops over time through risk-taking, experimenting, getting feedback, and revising, and it allows his/her writing to connect with readers on an emotional level.</p> <p>U2- Human rights in America have been traditionally defined as being free, receiving equal treatment under the law, having equal access to financial success, and having opportunities to live life as one sees fit. However, these rights are influenced by systems of government and majority opinion, and tensions of race and gender in our own history have influenced access to freedom, money, education, and democratic participation.</p>	<p>Q1- How do writers find <i>voice</i> in their writing, and why is it important to develop?</p> <p>Q2- What are human rights, and how have issues of race and gender complicated this idea?</p> <p>Q3- What does it mean to be 'American'?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Reading Skills</p> <p>K1: how to take time as they read to create pictures in their mind to improve their comprehension.</p> <p>K2: that forming personal connections to characters, setting, and events in a text fosters deeper understanding and personal relevance.</p> <p>K3: authors include textual and symbolic cues to indicate meter, pitch, tempo, volume, emphasis, accent, etc., that convey information to the reader about structure and meaning.</p> <p>Writing Skills</p> <p>K4: the characteristics that define narrative writing, its varied uses in American literature, and how it differs from the argumentative and expository writing from previous units (with specific focus given to journal writing versus short stories).</p> <p>K5: how authors present a real or imagined experience by establishing one or more point(s) of view, introducing and developing a narrator and/or characters, creating a sequence of events, and bringing the story to a resolution.</p> <p>Literary Knowledge</p>	<p>Reading Skills</p> <p>S1: attend closely to characterization, sensory details, setting, etc. to create vivid pictures in their mind as they read, and to make personal connections to the text.</p> <p>S2: attend closely to textual and symbolic cues when reading aloud or silently to deepen comprehension, and begin to consider how they can employ similar structures to improve their own writing.</p> <p>Writing Skills</p> <p>S3: define different purposes for narrative writing, identify narrative techniques in context, and analyze and evaluate how an author uses these techniques to achieve a given purpose.</p> <p>S4: construct a narrative using real or imagined experiences by establishing one or more point(s) of view, introducing and developing a narrator and/or characters, creating a sequence of events, and bringing the story to a resolution.</p> <p>Literary Knowledge</p> <p>S5: define and identify in context common literary devices, specifically those found in 19th century American literature (characterization, point of view, stream-of consciousness, sequence,</p>

<p>K6: common literary devices, specifically those found in 19th century American literature (characterization, point of view, stream-of-consciousness, sequence, diction, historical narratives, mood, tone, regionalism, internal/external conflict, verbal/situational/dramatic irony, climax, rising/falling action, resolution).</p> <p>K7: emerging themes in 19th century American literature, such as freedom, the American dream, racism, regionalism, and the individual vs. society.</p>	<p>diction, historical narratives, mood, tone, regionalism, internal/external conflict, verbal/situational/dramatic irony, climax, rising/falling action, resolution).</p> <p>S6: identify emerging themes in 19th century American literature, such as freedom, the American dream, racism, regionalism, and the individual vs. society, and cite specific textual evidence to show how these themes are represented in the literature.</p>
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Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	<ul style="list-style-type: none"> • Preparedness • Degree of Accuracy • Evidence of Understanding • Critical Thinking • Logic and Reasoning • Clarity and Organization • Quality of Presentation 	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <ul style="list-style-type: none"> 11. Quizzes 12. Classwork 13. Homework 14. Class Participation 15. Conferencing
		<p>Summative</p> <ul style="list-style-type: none"> 1. Socratic Seminar 2. Essay 3. Test or Project
	<ul style="list-style-type: none"> • Grammar Conventions • Sentence Mechanics and Fluency • Reliability of Sources 	<p><u>Other Evidence</u></p> <p>Formative</p> <ul style="list-style-type: none"> 11. Journal Entries 12. Blog/Wiki Posts 13. Exit Slips 14. Group Discussion

		15. Notebook Checks
		Summative 5. Presentations 6. Short Essays

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Reading Journal (Reader Response, Double-Entry, Post-Its, etc.) While reading, focus on a specific strategy, such as visualizing the text, making personal connections, or using text structure to guide reading. Record these reflections in a journal or other note-taking format. (RL.11-12.4, L.11-12.4-6)	Select as appropriate for individual students <u>Short Story</u> "An Occurrence at Owl Creek Bridge" (Bierce) "Story of an Hour" (Chopin) "The Yellow Wallpaper" (Gillman) "April Showers" (Wharton) "A Wagner Matinee" (Cather)
	Socratic Seminar and/or Essay Through Socratic Seminar or essay format, analyze and debate one or more of the Essential Questions for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. (W.11-12.1, W.11-12.4,	<u>Non-Fiction</u> "My Bondage and My Freedom" (Douglass) <i>The Gettysburg Address</i> (Lincoln) <i>Second Inaugural Address</i> (Lincoln) Selected Diaries, Journals and Letters from the Civil War "My Bondage and My Freedom" (Douglass)

	W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1)	
	Narrative Essay Write a narrative essay that develops real or imagined experiences using effective technique, well-chosen details, and appropriate sequencing. <i>This may be a new piece, or a development of previous work.</i> (W.11-12.3, W.11-12.4-5, W.11-12.7-10).	
	Writer's Workshop Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> sensory details, setting, character, etc.). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or GoogleDocs, to aid the feedback and revision process.</i> (RI.11-12.3, RI.11-12.6, W.11-12.2, W.11-12.4-10, L.11-12.1-3)	
	Suggested Activities	Suggested Resources
	PowerPoint Presentation With a partner or small group, conduct a short research project that examines the author's life, and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or</i>	<u>Novel</u> <i>The Red Badge of Courage</i> (Crane) Use adapted novel and film <u>Short Story</u> "An Episode of War" (Crane) From <i>Life on the Mississippi</i> (Twain)

	<i>evaluate new information.</i> (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)	"The Notorious Jumping Frog of Calaveras County" (Twain) "The Outcasts of Poker Flat" (Harte) "To Build a Fire" (London)
	Blogging/Wiki/Discussion Board or other Internet Publication In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, L.11-12.1-6)	
	Reading Journal (Reader Response, Double-Entry, Post-Its, etc.) During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)	
	One Page Reflection In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by	

	<p>sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Close Reading</p> <p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the author's choices regarding the structure, and development, and how they contribute to the overall impact of the text. <i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate.</i> (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing</p>	

	<p>using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original text based on student ability and experience.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</p>	
	<p>Socratic Seminar/ and or Essay Analysis of Two Texts</p> <p>Analyze how two separate texts examine and interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions. <i>Might also be adapted to analyze how the same text is interpreted through different mediums.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4, L.11-12.3-5)</p>	
	<p>Class Debate</p> <p>Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally, supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials.</i> (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)</p>	

Strategies for Differentiation		
Graphic Organizers	Flexible Grouping	
Adjusted Questions	Agenda/Calendar of Assignments	
Flexible Assignments/Student Choice	Concept Mapping	
Study Guides/Outlines	Tiered Assignments	
Learning Centers	Independent Study	
Curriculum Compacting	<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>	
For further guidance, please refer to the following text, located in the English department library: Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).		

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Emerging Modernism	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
Reading Literature			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: 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).			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
Reading Informational Text			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			

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

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

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

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

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

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

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

Writing

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

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

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

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).

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards.)

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

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

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

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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

Speaking and Listening

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

SL.11-12.6: 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 of the Common Core Standards for specific expectations.)

Language

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. 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.
- 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).

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1- interpret current events by drawing comparisons to historical events.

T2- decode and comprehend unfamiliar texts using a variety of strategies.

T3- participate effectively in a democratic society.

T4- produce writing that contains fluid sentence structure and effective organization.

T5- recognize and reflect on their growth as readers.

Meaning

Understandings

Students will understand that...

U1- Fluent writing is often the product of many revisions and uses creative phrasing and word order, varied sentence structure, alliteration, parallel structure, etc. to create a sense of natural rhythm and beauty for the reader.

U2- Throughout the novel, *The Great Gatsby*, characters present themselves in one manner, yet they conduct themselves in another.

U3- Decadence, greed, and moral decay have historically preceded times of economic downturn, as evidence by both the Roaring Twenties and our own most recent financial collapse.

U4- The American Dream represents a social, economic, and literary ideal that suggests that position, wealth, and power can be

Essential Questions

Students will keep considering...

Q1- What makes writing *flow*, and why is it important?

Q2- What defines our true character: our actions, or how we are perceived?

Q3- What are the social conditions that have historically led to financial crises, and how is that relevant to us today?

Q4- How has the American dream been defined, and is it possible for everyone?

<p>attained by anyone through hard work. Hard work and desire do not always insure success.</p>	
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
<p>Reading Skills</p> <p>K1: reading occurs for a variety of purposes from the aesthetic (reading for pleasure) to the efferent (reading for information).</p> <p>K2: the importance of setting clear goals for reading, how to evaluate if they are meeting these goals, and how they can modify their reading to improve comprehension.</p> <p>K3: how to look over a text before they read to identify the structure and genre, and ways to use that information to guide how they read that particular text.</p> <p>K4: the purpose for reading literary criticism, as well as how to identify and select important information when reading them.</p> <p>Writing Skills</p> <p>K5: the style, tone, organization, and domain-specific language appropriate for a variety of expository writing formats.</p> <p>K6: how to vary the sentence structure, word choice, and presentation format to strengthen expository writing.</p> <p>Literary Knowledge</p> <p>K7: common literary devices, specifically those found in 20th century American literature (dramatic monologue, allusions, indirect/direct characterization, theme, symbols, satire, tone, climax, rising action, simile, imagery, point of view, stream of consciousness, flashback, blank verse, hyperbole).</p>	<p>Reading Skills</p> <p>S1: set a purpose for reading, establish a plan for how they will achieve this goal(s), and constantly evaluate whether the text, and their reading of it, is meeting their goals.</p> <p>S2: recognize where their understanding of a text breaks down, and apply different strategies to repair comprehension.</p> <p>S3: preview a text, note the structure and genre, and use that information to make predictions about the text, determine important information, and inform the goals they set for reading.</p> <p>S4: synthesize and summarize information from two or more sources to support an analysis of a text.</p> <p>Writing Skills</p> <p>S5: establish and maintain appropriate style, tone, organizational pattern and vocabulary in an expository essay based on a given purpose for writing.</p> <p>S6: use varied sentence structure, vivid and effective language, and (where applicable) graphics and multimedia to strengthen expository writing.</p> <p>S7: evaluate and reflect on where expository writing is effective, where it is not effective, and how it can be strengthened (using models from an author, a peer, or themselves).</p>

K8: how to define Modernism, the Harlem Renaissance and the Lost Generation, the historical contexts that influenced them, and the characteristics of the writing that emerged from each.	Literary Knowledge S8: define and identify in context common literary devices, specifically those found in 20 th century American literature (dramatic monologue, allusions, indirect/direct characterization, theme, symbols, satire, tone, climax, rising action, simile, imagery, point of view, stream of consciousness, flashback, blank verse, hyperbole). S9: identify emerging themes in 20 th century American literature and cite specific textual evidence to show how these themes are represented in the literature.	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	<ul style="list-style-type: none">• Preparedness• Degree of Accuracy• Evidence of Understanding• Critical Thinking• Logic and Reasoning• Clarity and Organization• Quality of Presentation	<u>Transfer Task(s)</u> Formative 16. Quizzes 17. Classwork 18. Homework 19. Class Participation 20. Conferencing
		Summative 1. Socratic Seminar 2. Essay 3. Test or Project

	<ul style="list-style-type: none"> Grammar Conventions Sentence Mechanics and Fluency Reliability of Sources 	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> 16. Journal Entries 17. Blog/Wiki Posts 18. Exit Slips 19. Group Discussion 20. Notebook Checks
		Summative <ul style="list-style-type: none"> 7. Presentations 8. Short Essays

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Reading Journal (Reader Response, Double-Entry, Post-Its, etc.) While reading, focus on a specific strategy, such as setting a purpose for reading, using text structure to guide reading, or reflecting on the student's own processes during reading. Record these reflections in a journal or other note-taking format. (RL.11-12.4, L.11-12.4-6)	<u>Novels</u> <i>The Great Gatsby</i> (Fitzgerald) (Adapted Novel and Film) <u>Short Stories- Select as appropriate for individual students needs</u> "Rose for Emily" (Faulkner) "The Turtle" (Steinbeck) "Hills Like White Elephants" (Hemingway)
	Socratic Seminar and/or Essay Through Socratic Seminar or essay format, analyze and debate one or more of the Essential Questions	

	for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. (W.11-12.1, W.11-12.4, W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1)	<u>Poetry</u> Robert Frost Poetry Carl Sandburg Poetry Langston Hughes Poetry
	Expository Essay Write an informative/explanatory paper that analyzes a piece of literature from the current unit in depth, and support a claim about this text by selecting and synthesizing appropriate formation from primary and secondary sources. <i>This may be a new piece, or a development of previous work.</i> (W.11-12.2, W.11-12.4-5, W.11-12.7-10)	
	Writer's Workshop Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> sentence fluency and variety, and expository essay organization). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio.</i> (RI.11-12.3, RI.11-12.6, W.11-12.2, W.11-12.4-10, L.11-12.1-3)	
	Suggested Activities	Suggested Resources
	PowerPoint Presentation With a partner or small group, conduct a short research project that examines the author's life,	<u>Short Stories</u> "Winter Dreams" (Fitzgerald) "In Another Country" (Hemingway)

	<p>and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or evaluate new information.</i> (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)</p>	<p>"The Corn Planting" (Anderson) "A Worn Path" (Welty) "The Far and Near" (Wolfe)</p> <p><u>Poetry</u></p> <p>Imagist Poetry(Williams, Pound, H.D) Poetry of Maya Angelou "Love Song...Prufrock" (Eliot)</p> <p><u>Non-Fiction</u></p> <p>"Nobel Prize Acceptance Speech" (Faulkner) "Dust Tracks on the Road" (Hurstons)</p>
	<p>Blogging/Wiki/Discussion Board or other Internet Publication</p> <p>In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, L.11-12.1-6)</p>	
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)</p>	
	<p>One Page Reflection</p> <p>In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a</p>	

	<p>word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Close Reading</p> <p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the author's choices regarding the structure, and development, and how they contribute to the overall impact of the text. <i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate.</i> (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</p>	

	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original text based on student ability and experience.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</p>	
	<p>Socratic Seminar/ and or Essay Analysis of Two Texts</p> <p>Analyze how two separate texts examine and interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions. <i>Might also be adapted to analyze how the same text is interpreted through different mediums.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4, L.11-12.3-5)</p>	
	<p>Class Debate</p> <p>Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally,</p>	

	supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials.</i> (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)	
Strategies for Differentiation		
Graphic Organizers		Flexible Grouping
Adjusted Questions		Agenda/Calendar of Assignments
Flexible Assignments/Student Choice		Concept Mapping
Study Guides/Outlines		Tiered Assignments
Learning Centers		Independent Study
Curriculum Compacting		<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>
<p>For further guidance, please refer to the following text, located in the English department library:</p> <p>Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).</p>		

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Challenges and Successes of the 20 th Century	Grade Level	11 th
Curriculum Area	English Language Arts- VEST	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
Reading Literature			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: 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).			
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity			

band independently and proficiently.

Reading Informational Text

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

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

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

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

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

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

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

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

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

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

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.

Writing

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims 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.
- c. 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.
- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards.)

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

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

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

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

Speaking and Listening

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

SL.11-12.6: 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 of the Common Core Standards for specific expectations.)

Language

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

Knowledge of Language

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. 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.
- 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).

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1- write powerfully using rich sensory details.

T2- identify historical influences on literature.

T3- decode and comprehend advanced vocabulary and phrases in context.

T4- think critically about and closely analyze messages in the media.

Meaning

Understandings

Students will understand that...

U1- The proper use of grammar and formal conventions of writing may not be important during the drafting and revision process, however, they are essential to a final edition, in order to convey the intended meaning effectively, to affirm credibility as an author, and to make reading the text effortless for the audience.

U2- In writing, authors frequently draw inspiration from their own lives, using their own culture, socio-historical context, personal experiences, and perceived moral dilemmas to develop various narrative elements. (*This pertains to either Hansberry or Morrison, and should also be considered in the context of the student's own writing.*)

U3- Race, class, generation, and culture influence societal norms of what is valued and considered 'beautiful,' and these ideals are internalized and reinforced through the media, fashion, and social

Essential Questions

Students will keep considering...

Q1- Are grammar and formal writing conventions important?

Q2- What is the role that an author's life plays in writing?

Q3- Who/What determines what is valued and considered 'beautiful,' and how are we socialized to accept these ideals?

Either Q4 or Q5

Q4- How does Morrison symbolize the impact of black assimilation into white culture in the 1940's and 1950's?

Q5-How do the characters in *A Raisin in the Sun* represent the shifting roles of gender and race in the 1950's and 1960's?

<p>interaction.</p> <p style="text-align: center;">Either U4 or U5</p> <p>U4- Peccola's self-loathing and desire for white features, as well as the abuse she endures at the hands of other black characters in the novel, symbolize the damage of internalized notions of 'white as good' and 'black as bad' and the tensions that ultimately gave rise to the Civil Rights movement a generation later.</p> <p>U5- Hansberry explores issues of the Civil Rights movement through Walter's struggle to achieve the American Dream, Beneatha's search for her African heritage, and the family's shift from fighting amongst themselves to working together. Similarly, each woman's different expectations for herself represents a shift in the role of women across generations.</p>	
Acquisition	
<p>Knowledge</p> <p>Students will know...</p>	<p>Skills</p> <p>Students will be able to...</p>
<p>Reading Skills</p> <p>K1: structural elements of narrative writing (such as setting, order, character development, point of view, climax, etc.), and how to use this knowledge to guide their comprehension.</p> <p>K2: the difference between literal and figurative language, and how to determine intended meaning in context.</p> <p>Writing Skills</p> <p>K3: how mid- to late 20th century American authors use character, dialogue, voice, plot, and other techniques to develop short stories and novels.</p> <p>K4: authors develop narrative writing by introducing realistic dialogue, sensory details, and rich description.</p>	<p>Reading Skills</p> <p>S1: analyze how an author's choices about structure (such as setting, order, character development, point of view, climax, etc.) function to develop the meaning of the story and contribute to its aesthetic impact.</p> <p>S2: analyze vocabulary in context, attending specifically to literal and figurative meanings, denotative and connotative meanings, multiple meanings, and the impact these words have in the context of the story.</p> <p>Writing Skills</p> <p>S3: trace the narrative techniques used by mid- to late 20th century American authors and evaluate how they function to build the story.</p>

K5: biographical information about the author (Hansberry or Morrison).

Literary Knowledge

K6: common literary devices, specifically those found in mid- to late 20th century American literature (autobiography, dialogue, speaker, metaphor, imagery, indirect/direct characterization, static/dynamic, character, style, diction, point-of-view, memoir, plot, voice, setting, symbol, theme, flashback, objective/subjective narrator).

K7: characteristics of emerging traditions in mid- to late 20th century American literature, such as the American short story, Southern Gothic, Beat Generation, and African American literary traditions, as well as the historical context that influenced American literature of that time period.

S4: construct a narrative or elaborate on an existing piece by introducing realistic dialogue, sensory details, and rich description to develop the story.

S5: identify places where the author's life (Hansberry or Morrison) has influenced literary elements of the text, such as plot, setting, style, or conflict, and reflect on how the student's own lived experiences influences his/her writing.

S6: evaluate and reflect on where narrative writing is effective, where it is not effective, and how it can be strengthened (using models from an author, a peer, or themselves).

Literary Knowledge

S7: define and identify in context common literary devices, specifically those found in mid- to late 20th century American literature (autobiography, dialogue, speaker, metaphor, imagery, indirect/direct characterization, static/dynamic, character, style, diction, point-of-view, memoir, plot, voice, setting, symbol, theme, flashback, objective/subjective narrator).

S8: identify in context the emerging traditions in mid- to late 20th century American literature, such as the American short story, Southern Gothic, Beat Generation, and African American literary traditions, and analyze the influences that World War II, and the Civil Rights movement had on American literature of that time period.

Evidence (Stage 2)

Checks for Alignment

Evaluation Criteria

Performance is judged in terms of...

Assessment Evidence

	<ul style="list-style-type: none">• Preparedness• Degree of Accuracy• Evidence of Understanding• Critical Thinking• Logic and Reasoning• Clarity and Organization• Quality of Presentation	<u>Transfer Task(s)</u> Formative 21. Quizzes 22. Classwork 23. Homework 24. Class Participation 25. Conferencing
		Summative 1. Socratic Seminar 2. Essay 3. Test or Project
	<ul style="list-style-type: none">• Grammar Conventions• Sentence Mechanics and Fluency• Reliability of Sources	<u>Other Evidence</u> Formative 21. Journal Entries 22. Blog/Wiki Posts 23. Exit Slips 24. Group Discussion 25. Notebook Checks
		Summative 9. Presentations 10. Short Essays
Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	

	Required Activities	Required Resources
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>While reading, focus on a specific strategy, such as analyzing literal and figurative meaning, or reflecting on the author's craft. Record these reflections in a journal or other note-taking format. (RL 11-12.1, RL 11-12.6, RI 11-12.3)</p>	<p><u>Novels/Plays</u></p> <p><i>The Bluest Eye</i> (Morrison) or <i>A Raisin in the Sun</i> (Hansberry)</p> <p><u>Short Stories</u></p> <p>"Everyday Use" (Walker) "The Rock Pile" (Baldwin) "The Names" (Momaday) "Mint Snowball" (Nye) "Suspended" (Harjo) "Straw into Gold" (Cisneros) "For Love of Books" (Dove) "Mother Tongue" (Tan) <i>Hiroshima</i> (Hersey)</p>
	<p>Socratic Seminar and/or Essay</p> <p>Essential Questions</p> <p>Through Socratic Seminar or essay format, analyze and debate one or more of the Essential Questions for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. <i>Consider leaving time at the end of a seminar or essay for debriefing and discussion of understandings and conclusions with a small group or partner.</i> (RL 11-12.7, W.11-12.1, W.11-12.4, W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1)</p>	
	<p>Narrative Essay</p> <p>Write a narrative essay to develop real or imagined experiences or events using vivid description, sensory details, dialogue, appropriate pacing and story development, and other strategies for narrative writing. <i>This may be either a new piece, or a continuation from previous units.</i> (W.11-12.13, W.11-12.4-5, W.11-12.10)</p>	

	<p>Writer's Workshop</p> <p>Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> realistic dialogue, sensory details). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or GoogleDocs, to aid the feedback and revision process.</i> (RL.11-12.3, RL.11-12.5, W.11-12.3, W.11-12.4-10, L.11-12.1-3)</p>	
	Suggested Activities	Suggested Resources
	<p>PowerPoint Presentation</p> <p>With a partner or small group, conduct a short research project that examines the author's life, and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or evaluate new information.</i> (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)</p>	<p><u>Novels</u> <i>The Catcher in the Rye</i> (Salinger) <i>Fahrenheit 451</i> (Bradbury)</p> <p><u>Short Stories</u> <i>The Mortgaged Heart</i> (McCullers) <i>Onomatopoeia</i> (Safire) <i>Coyote vs. Acme</i> (Frazier) "The Life You Save..." (O'Connor) "The First Seven Years" (Malamud) "The Brown Chest" (Updike) "Ambush" (O'Brien)</p> <p><u>Poetry</u> "Losses" "Death of the Ball Turret Gunner" (Jarrell)</p>
	<p>Blogging/Wiki/Discussion Board or other Internet Publication</p> <p>In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10,</p>	

	L.11-12.1-6)	
	<p>Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)</p> <p>During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)</p>	
	<p>One Page Reflection</p> <p>In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes</p>	

	<p>taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Close Reading</p> <p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the author's choices regarding the structure, and development, and how they contribute to the overall impact of the text.</p> <p><i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate.</i> (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</p>	
	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original</i></p>	

	<i>text based on student ability and experience. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</i>	
	Socratic Seminar/ and or Essay Analysis of Two Texts Analyze how two separate texts examine and interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions. <i>Might also be adapted to analyze how the same text is interpreted through different mediums. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4, L.11-12.3-5)</i>	
	Class Debate Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally, supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials. (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)</i>	
Strategies for Differentiation		
Graphic Organizers	Flexible Grouping	
Adjusted Questions	Agenda/Calendar of Assignments	
Flexible Assignments/Student Choice	Concept Mapping	
Study Guides/Outlines	Tiered Assignments	

Learning Centers	Independent Study
Curriculum Compacting	<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>
<p>For further guidance, please refer to the following text, located in the English department library: Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).</p>	

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	<i>Hamlet</i>	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	6-8 Weeks
Developed By	Bloomfield High School English Language Arts Staff		

Desired Results (Stage 1)

Established Goals

Reading Literature

Key Ideas and Details

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

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

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

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

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

RL.11-12.6: 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).

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

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

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

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Informational Text

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

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

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

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

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

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

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.

Writing

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims 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.
- c. 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.
- 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.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 of the Common Core Standards.)

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

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

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

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

Speaking and Listening

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

SL.11-12.6: 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 of the Common Core Standards for specific expectations.)

Language

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. 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.
- 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).

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☐ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1- monitor their own comprehension.

T2- synthesize information from multiple sources.

T3- recognize how language is always changing across time and contexts.

T4- analyze ideas across different mediums.

T5- consider the importance of aesthetic quality in a final presentation.

Meaning

Understandings

Students will understand that...

U1- Whether a final presentation looks polished and visually appealing, or sloppy and rushed will affect your credibility, confuse or disinterest your audience, hurt your grade, and/or belie any hard work that may have gone in to planning it.

U2- Literature is interpreted not just by what the author intended, but also in the meaning a reader takes from it, based on his/her own experience with the text. Artists (filmmakers, actors, painters, etc.) lend their own opinions of a text when they interpret it in different mediums.

Essential Questions

Students will keep considering...

Q1- How important is the appearance, or overall aesthetic quality of a final paper or presentation?

Q2- How is the experience of reading a text different to viewing it in film and other mediums?

Q3- Are any of the deaths in the play justified, and if so, by what do we justify murder/suicide?

<p>U3- In the play, deaths occur because of greed, jealousy, hatred, despair, filial obligation, revenge, self-defense, and mistake. Students should consider for themselves which, if any, are justified.</p>	
<h2 style="text-align: center;">Acquisition</h2>	
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<p>Reading Skills</p> <p>K1: reading Shakespearean texts requires using a variety of resources to support comprehension, such as the use of summaries, outlines, guides, indices, vocabulary lists, etc.</p> <p>K2: a variety of reading strategies that can be used to improve understanding, how to monitor their understanding during reading, and where to use specific types of strategies to repair comprehension.</p> <p>K3: several existing interpretations of the play and its characters in a variety of mediums,</p> <p>Writing Skills</p> <p>K4: how to identify figurative word choice and rhetorical devices in context.</p> <p>K5: how to select appropriate evidence from multiple sources, and how to organize an argument to support a thesis.</p> <p>K6: how to provide warrants that link evidence and appropriate support to claims in an argument (<i>use Toulmin model as reference</i>).</p> <p>Literary Knowledge</p> <p>K7: common literary devices, specifically those found in</p>	<p>Reading Skills</p> <p>S1: preview summaries prior to reading, outline characters and events during reading, and reference text guides, indices, vocabulary lists, etc. during reading to support comprehension.</p> <p>S2: use the variety of reading strategies learned throughout the year to improve understanding, recognize where their understanding of the text breaks down, and seek out appropriate support to repair comprehension.</p> <p>S3: analyze multiple interpretations of the play itself, as well as representations of characters in various mediums, and evaluate how each version interprets the text.</p> <p>Writing Skills</p> <p>S4: evaluate the impact of the author's word choice and use of rhetorical devices, and how they function to further the meaning and aesthetic quality of the text.</p> <p>S5: construct an argument citing evidence from both the text and secondary sources that support it, and providing warrants that justify claims.</p> <p>S6: evaluate and reflect on where argumentative writing is effective, where it is not effective, and how it can be strengthened (using models from an author, a peer, or themselves).</p>

<p>Shakespearean texts (couplet, allusion, antithesis, oxymoron, pun, soliloquy, imagery, symbolism, tragedy, foreshadowing, iambic pentameter, figurative language, hyperbole, allusion, metaphor).</p> <p>K8: emerging themes in <i>Hamlet</i>, such as morality, appearance vs. reality, action vs. inaction, and cite specific textual evidence to show how these themes are represented in the literature.</p>		<p>Literary Knowledge</p> <p>S7: define and identify in context common literary devices, specifically those found in Shakespearean texts (couplet, allusion, antithesis, oxymoron, pun, soliloquy, imagery, symbolism, tragedy, foreshadowing, iambic pentameter, figurative language, hyperbole, allusion, metaphor).</p> <p>S8: identify emerging themes and conflicts in <i>Hamlet</i>, such as morality, appearance vs. reality, action vs. inaction, and cite specific textual evidence to show how these themes are represented in the literature.</p>
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	<ul style="list-style-type: none">• Preparedness• Degree of Accuracy• Evidence of Understanding• Critical Thinking• Logic and Reasoning• Clarity and Organization• Quality of Presentation	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <p>26. Quizzes 27. Classwork 28. Homework 29. Class Participation 30. Conferencing</p>
		<p>Summative</p> <p>1. Socratic Seminar 2. Essay 3. Test or Project</p>

	<ul style="list-style-type: none"> • Grammar Conventions • Sentence Mechanics and Fluency • Reliability of Sources 	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> 26. Journal Entries 27. Blog/Wiki Posts 28. Exit Slips 29. Group Discussion 30. Notebook Checks
		Summative <ul style="list-style-type: none"> 11. Presentations 12. Short Essays

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Reading Journal (Reader Response, Double-Entry, Post-Its, etc.) While reading, focus on a specific strategy, such as reflecting back on the student's own reading process, recognizing where comprehension breaks down, and understanding which strategies are helpful in repairing comprehension. Record these reflections in a journal or other note-taking format. (RL 11-12.1, RL 11-12.6, RI 11-12.3)	<i>Hamlet</i> by William Shakespeare
	Socratic Seminar and/or Essay Through Socratic Seminar or essay format, analyze	

	and debate one or more of the Essential Questions for this unit. Prepare for discussion or essay having read and researched the material under study, and specifically draw from that research as well as evidence from other texts to further ideas and deepen understanding. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or GoogleDocs, to aid the feedback and revision process.</i> (RL. 11-12.7, W.11-12.1, W.11-12.4, W.11-12.6-10, SL.11-12.1, SL.11-12.3-4, SL.11-12.6, L.11-12.1).	
	Argumentative Essay Write an argument to support claims, using valid reasoning, and relevant evidence, from a variety of sources. <i>This may be a new piece, or a development of previous work.</i> (W.11-12.1, W.11-12.4-5, W.11-12.7-10)	
	Writer's Workshop Engage in a Writer's Workshop in which students are given explicit instruction on a writing skill highlighted in this unit (<i>ex.</i> Toulmin model, logic/reasoning). Focusing on this skill, students are given time for writing, opportunities for conferencing with peers and teacher(s), and time to revise, edit, and submit a finished draft. <i>Make sure feedback is given appropriate time and is recorded for the writing portfolio. Consider using online publication tools such as Blogs, Wikis, or GoogleDocs, to aid the feedback and revision process.</i> (RI.11-12.3, RI.11-12.6, W.11-12.2, W.11-12.4-10, L.11-12.1-3)	
	Suggested Activities	Suggested Resources

	Oral Presentation In small groups, perform a selected scene from the play (teacher or student selected) that either closely follows the text or loosely interprets it. Employ creative use of different mediums to develop the scene (props, music, technology, etc.), and provide a written reflection that justifies particular choices and explains how this interpretation contributes to a deeper understanding of the text and its characters (RL.11-12.1-6, SL11-12.2, 4-6).	<u>Film Interpretations</u> <i>Hamlet</i> directed by Franco Zefferelli <i>Hamlet</i> directed by Kenneth Branagh <i>Hamlet</i> directed by Michael Almeryeda <u>Paintings</u> "Frailty thy Name is Woman: Portraits of Ophelia" http://artsites.ucsc.edu/faculty/bierman/elsinore/women/womenPortraits.html "Ophelia by John Everett Millais: A Critique" http://www.shakesays.info/Essay%20on%20a%20shakespeare%20related%20piece%20of%20work%20-%20Ophelia%20by%20Millais.htm <u>Literary Criticism</u> "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism" by Elaine Showalter ecmd.nju.edu.cn/UploadFile/17/8062/ophelia.doc "On Repression in <i>Hamlet</i> " by Sigmund Freud http://producer.csi.edu/cdraney/2011/175/etexts/repression-hamlet_freud.pdf Literary Criticism and Supplementary Resources from www.eboard.com
	PowerPoint Presentation With a partner or small group, conduct a short research project that examines the author's life, and/or the historical and social context of the text. Present findings to the class in a PowerPoint, Prezi, or other digital presentation format. <i>Consider leaving time for the class to discuss, connect, or evaluate new information.</i> (RI.11-12.1, RI.11-12.7, W.11-12.6-8, SL.11-12.2, SL.11-12.4-6, L.11-12.1-3)	
	Blogging/Wiki/Discussion Board or other Internet Publication In an online forum, such as a Blog or Wiki, respond to questions generated from reading a text or texts (questions could be teacher or student-generated). Once initial reflections have been published, read and respond to posts of multiple members of the class. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, L.11-12.1-6)	
	Reading Journal (Reader Response, Double-Entry, Post-Its, etc.)	

	<p>During reading, keep an ongoing record of responses and reflections over the course of the text(s). The length and style of entries can be determined by teacher(s) and student, but responses should consider the specific reading skill(s) outlined for the unit, among others. <i>These reflections may become the foundation for small-group/whole-class discussion, further research, and/or extended writing.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10)</p>	
	<p>One Page Reflection</p> <p>In a one page, single-spaced reflection, focus on a specific idea or point of intersection between text and self. It may be a concept, a quote, or just a word. In the first half of the essay, explain the significance of your selection in the context of the text itself. In the second half of the reflection, develop the connection between text and self by sharing a personal story, a new understanding of the idea, or any further questions you have generated from it. Students should come prepared to share reflections in small groups, either through dialogue or through silent reading and written response. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.4-10, SL.11-12.1)</p>	
	<p>Collaborate and Reflect on Reading</p> <p>With partners or small-groups, analyze and evaluate a text(s) using reading journals and/or any notes taken during reading as a reference. Be sure to record any conclusions or new understandings generated from the discussion, as well as any lingering questions, for further reflection and whole-class discussion. <i>This activity might work well after reading a text or chapter, or before a formal writing assignment based on the reading.</i> (RL.11-12.1-10,</p>	

	RI.11-12.1-10, SL.11-12.1-4)	
	<p>Close Reading</p> <p>Using a poem, short story, or excerpt from a longer text, conduct a close reading in which you trace the development of the text. Analyze and evaluate the author's choices regarding the structure, and development, and how they contribute to the overall impact of the text.</p> <p><i>This activity may be extended by using it as a foundation for Mentor Text-Based Writing, Analysis of Two Texts, or Class Debate. (RL.11-12.1-6, RI.11-12.1-10, SL.11-12.1-4)</i></p>	
	<p>Mentor Text-Based Writing</p> <p>Using a specific text from this unit, read closely, attending to how the author develops the writing using tools and characteristics of the particular genre. Extend or respond to the text using the strategies outlined in reading. For example, examine a new idea using strategies observed in an expository text, or further develop a narrative by continuing the story after its conclusion using a similar style and voice. An argumentative essay might be furthered by continuing an argument or offering a rebuttal, using strategies employed by the author. <i>Consider setting goals with students regarding the degree of dependence on the original text based on student ability and experience. (RL.11-12.1-10, RI.11-12.1-10, W.11-12.1-10)</i></p>	
	<p>Socratic Seminar/ and or Essay</p> <p>Analysis of Two Texts</p> <p>Analyze how two separate texts examine and</p>	

	interpret the same event or idea. Evaluate the author's craft, purpose for writing, and potential biases in each piece. Draw conclusions about the event or idea being examined, referring directly to the text and using clear logic to support conclusions. <i>Might also be adapted to analyze how the same text is interpreted through different mediums.</i> (RL.11-12.1-10, RI.11-12.1-10, W.11-12.9, SL.11-12.1-4, L.11-12.3-5)	
	Class Debate Develop a position on an Essential Question from this unit, or other moral or philosophical dilemma generated from reading. Present this position orally, supporting it with sufficient evidence and logical reasoning. <i>Formats may include individual debates, team debates, or mock trials.</i> (RL.11-12.1-3, RI.11-12.1-3, RI.11-12.5-8, SL.11-12.1-6)	
Strategies for Differentiation		
Graphic Organizers	Flexible Grouping	
Adjusted Questions	Agenda/Calendar of Assignments	
Flexible Assignments/Student Choice	Concept Mapping	
Study Guides/Outlines	Tiered Assignments	
Learning Centers	Independent Study	
Curriculum Compacting	<i>*Additional instructions for differentiation noted in italics alongside activities.*</i>	

For further guidance, please refer to the following text, located in the English department library:

Tomlinson, C. A. (2007). Differentiated instruction in mixed ability classrooms (2nd ed.). VA: ASCD. (Original work published 2001).