



## Grade 11 Module 3 ELA Curriculum Framework

Grade 11 Module 3		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p><b>End-of-Unit Assessment 3.2:</b> Students turn in a completed Research Portfolio, including their Research Journals. In addition, students write a one-page synthesis of their developing perspectives derived from their research.</p> <p>Also additional supplemental formative and activities as deemed appropriate by individual instructors.</p>		<p><b>Performance Assessment:</b> Students reconceptualize their argument-based research papers for a specific audience, considering the most impactful and relevant evidence to present in a three- to five-minute video presentation. Additionally, students evaluate each other's presentations via accountable peer review.</p> <p><b>Benchmark Assessment #3 (Replaces End-of-Unit 3.1):</b> Students will write an essay examining central ideas in Wiesel's speech and a new speech by a different speaker.</p> <p><b>Evidence-Based Perspective 3.2:</b> Students draw on the research evidence collected to express an Evidence-Based Perspective on their problem-based question.</p> <p><b>End-of-Unit Assessment 3.3:</b> Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper.</p> <p>Also additional supplemental summative tasks and activities as deemed appropriate by individual instructors.</p>
District/School Texts		District/School Supplementary Resources
<ul style="list-style-type: none"> <li>Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.</li> </ul>		<ul style="list-style-type: none"> <li>"When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1)</li> <li>"Why Genocide?" by Fred Edwards (Source #2)</li> <li>"After Rwanda's Genocide" by The New York Times Editorial Board (Source #3)</li> <li>"Bodies Count; A definition of genocide that makes sense of history." by Aaron Rothstein (Source #4)</li> <li>"The Only Way to Prevent Genocide" by Tod Lindberg (Source #5)</li> <li>"Convention for the Prevention and Punishment of Genocide" by William A Schabas (Source #6)</li> <li>"Convention on the Prevention and Punishment of the Crime of Genocide" by The U.N. (Source #7)</li> <li>"The Ten Stages of Genocide." By Gregory Stanton (Source #8)</li> <li>"Why Do We Look the Other Way?" By Gregory Stanton (Source #9)</li> </ul>
District/School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing
Argument writing Research writing	Collection of evidence Use of evidence	Regular quick writes, pre-writing activities, and other items included in curricular documents
21 <sup>st</sup> Century Themes / Skills		Interdisciplinary Connections
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.		Social Studies