English 11 Foundations

COURSE OUTLINE		
Unit One	*Independent Reading*	*Duration of Unit: 5-6 weeks*
Unit Two	*The Teenage Experience/Loss of Innocence*	*Duration of Unit: 8-10 weeks*
Unit Three	*The Individual vs. Society*	*Duration of Unit: 8-9 weeks*
Unit Four	*Introduction to Film Analysis & Film Reviews*	*Duration of Unit: 8-10 weeks*
Unit Five	*College, SAT, Resumes, & Vocabulary*	*Duration of Unit: Ongoing*
Unit Six	*Research Skills & Research Paper*	*Duration of Unit: Ongoing*

School-wide Academic Expectations Taught In This Course

- o   Literacy School-Wide Rubric
- o   Analysis School-Wide Rubric
- o   Collaboration School-Wide Rubric
- o   Communication School-Wide Rubric
- o   Literacy School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course

- o   Demonstrate Honesty
- o   Demonstrate Responsibility
- o   Demonstrate Respect
- o   Demonstrate Safety

Unit 1: Independent Reading

Introduction and Established Goals: Students will begin the year selecting a text of their choice to read independently. This unit is intended to incentivize the reading experience. It will introduce and reinforce certain reading and writing skills, such as active reading and reflective journaling.

Desired Outcome(s):

Students will consider and reflect upon their own reading preferences, including genre and writing style.

Students will use various comprehension strategies to comprehend text and use it in discussion and writing.

Students will identify and articulate the text's theme and additional literary devices.

Students will analyze quotes effectively to reflect theme and character development.

Students will use creativity to show their learning.

Common Core Standard(s):

RI.11-12.1
RI.11-12.3
RI.11-12.4
RI.11-12.5
W.11-12.2

W.11-12.4
SL.11-12.1
SL.11-12.4
SL.11-12.5
SL.11-12.6

Essential Question(s):
- Why do you or don't you like to read?
- How can you find a book that is of high interest?
- How can you find connections in your book to your own life?
- How can you creatively express your understanding of theme, character development, and/or literary devices?

Key Terms/Concepts:
- Reflection
- Questioning
- High Interest
- Independence
- Dialogue Journal

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.5	• 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. • 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. • 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	• Differentiated instruction • Flexible groupings • Written reading reflections • Journal responses • Small group discussions • Multimedia presentation • Targeted feedback	• Dialogue Journals • Vocabulary Quiz • Creative Project • Adapted Senior Project Presentation Rubric

	terms over the course of a text • 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.		
SL.11-12.1 SL.11-12.4 SL.11-12.5 SL.11-12.6	• 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, B, C, D) • 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 • 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. • Adapt speech to a variety of contexts and tasks, demonstrating a command	• Differentiated instruction • Flexible groupings • Written reading reflections • Journal responses • Small group discussions • Multimedia presentation	• Dialogue Journal • Vocabulary Quiz • Creative Project • Adapted Senior Project Presentation Rubric

	of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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. • 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.	• Differentiated instruction • Flexible groupings • Written reading reflections • Journal responses • Small group discussions • Multimedia presentation • Targeted feedback	• School-wide Communication Rubric • School-wide Presentation Rubric (adapted)
W.11-12.2 W.11-12.4	• 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. (B) • Produce clear and coherent writing in which the development, organization, and style are	• Written reading reflections • Journal responses • Multimedia presentation • Targeted feedback	• Dialogue Journals • Creative Project

	appropriate to task, purpose, and audience.		

Suggested Resources and Texts: Media Center (to find text of choice)

Suggested Technology:

- Microsoft Word
- PowerPoint
- Internet

Unit 2: The Teenage Experience/Loss of Innocence

Introduction and Established Goals: Students will explore the unique experiences of the teenager. Students will study the evolution of the teenager, with its beginnings as an advertising strategy, to understanding their own teenage experiences. Students will see the commonalities among teenagers, but also analyze the differences among them. Additionally, students will explore how innocence is lost and how the act of growing up naturally creates a loss of innocence. Students will explore experiences that prevent or accelerate the loss of innocence. They will also explore bigger philosophical concepts, such as how do we know if what we are experiencing is reality. Students will analyze the stream of consciousness writing style, tone/mood, and the unreliable narrator.

Desired Outcome(s):
Students will learn the evolution of the teenager and articulate similarities and differences between different generations of teenagers.
Students will explore innocence and explain what loss of innocence entails.
Students will use various strategies to comprehend text and apply to discussion and writing.
Students will explain the difference between tone and mood and identify text examples.
Students will effectively analyze quotations and connect to theme.
Students will craft a well-developed analytical essay using text evidence.

Common Core Standard(s):

RL.11-12.1
RL.11-12.2
RL.11-12.3
RI.11-12.4
RL.11-12.5
RL.11-12.6
RL.11-12.10
W.11-12.1
W.11-12.2
W.11-12.3
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.7
W.11-12.10
SL.11-12.1
SL.11-12.2

SL.11-12.4
SL.11-12.6
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.4
L.11-12.5
L.11-12.6

Essential Question(s):
- What is innocence?
- How would you describe the teenage experience?
- How have teenagers changed and/or remained the same since the 1940s?
- How is innocence lost?
- What does it mean to be a phony?
- Are all adults morally compromised?
- How do we know that what we are experiencing is real?
- Were we happier as children/when we were ignorant?

Key Terms/Concepts:
- Innocence
- Teenage
- Moral compromise
- Stream of Consciousness
- Tone/Mood
- Internal Monologue
- Unreliable Narrator

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.11-12.1 RL.11-12.2 RL.11-12.3 RI.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10	• 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. • 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	• Differentiated Instruction • Anticipation Guide • Guided reading and guided reading questions • Close read • Teaching modeling • Independent Reading • Interactive Read Aloud • Written reading reflections • Journaling • Class discussion • Collaborative group activities	• Guided Reading Questions • Class discussion • Quote Analysis • Essay

	an objective summary of the text • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. • 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 • Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact • 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) • 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.		
W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.10	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • Write informative/explanatory texts to examine and	• Differentiated Instruction • Anticipation Guide • Guided reading and guided reading questions • Teaching modeling • Independent Reading • Interactive Read Aloud • Written reading reflections • Journaling	• Guided Reading Questions • Class discussion • Short answers • Essay

	convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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 • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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	• Class discussion • Collaborative group activities • Targeted feedback	
SL.11-12.1 SL.11-12.2	• Initiate and participate effectively in a range of	• Differentiated Instruction • Anticipation Guide	• School-wide Oral

SL.11-12.4 SL.11-12.6	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 • 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 • 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 • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Guided reading and guided reading questions • Teaching modeling • Interactive Read Aloud • Journaling • Class discussion • Collaborative group activities • Multimedia Presentations	presentation • Multimedia presentation
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English	• Differentiated Instruction • Anticipation Guide • Guided reading and guided reading questions • Teaching modeling • Independent Reading • Interactive Read Aloud • Written reading reflections	• In-class Writes • Short Answer/Guided Reading • Essay

	capitalization, punctuation, and spelling when writing. • 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. • 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 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 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.	• Journaling • Class discussion • Collaborative group activities • Targeted feedback	

Suggested Resources and Texts:
- *The Catcher in the Rye*, J.D. Salinger
- "On The Rainy River", Tim O'Brien
- Various non-fiction articles
- Descartes' theory "I Think Therefore I Am"
- *The Truman Show*

Suggested Technology:

- Microsoft Word

- PowerPoint
- Smartboard
- DVD/ TV
- Internet

Unit 3: The Individual vs. Society

Introduction and Established Goals: Students will understand how oppressive governments can stifle the individual and even threaten their very existence. Students will learn how totalitarian regimes come to power and the methods they use to control the society. Students will examine how individuals fight these powers through rebellion, pursuit of individual happiness, and/or fleeing their homes. Students will learn how fictional versions of these regimes reflect true issues within society.

Desired Outcome(s):

Students will learn about systematic government oppression and be able to articulate examples of oppression in various societies.

Students will compare fictional dystopian societies to real examples of government oppression.

Students will use various strategies to comprehend text and apply to discussion and writing.

Students will effectively analyze quotations and connect to theme.

Students will craft a well-developed analytical essay using text evidence.

Common Core Standard(s):

RL.11-12.1
RL.11-12.2
RL.11-12.3
RL.11-12.4
RL.11-12.5
RL.11-12.6
RL.11-12.7
RL.11-12.10
W.11-12.1
W.11-12.2
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.8
W.11-12.9
W.11-12.10
SL.11-12.1
SL.11-12.4
SL.11-12.6
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.4
L.11-12.5
L.11-12.6

Essential Question(s):
- How are individuals oppressed by society?
- What methods do societies use to oppress individuals?

- Why is fear a powerful method for control?
- How can individuals find happiness and/or satisfaction in the face of oppression?
- How can we prevent these issues from happening in our own lives?

Key Terms/Concepts:
- Oppression
- Totalitarian regime
- Iranian Revolution
- Graphic novel
- Individual vs. Society
- Rebellion
- Personal happiness
- Fear

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	• 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 • 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 • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama • 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	• Differentiated instruction • Teacher modeling • Mini-lessons • Small group discussions • Sustained silent reading • Journal responses • Close read • Flexible grouping • Written reading reflections • Interactive read aloud • Collaborative group activities • Classroom debates • Guided reading questions • Focused lectures	• Guided Reading Questions • Quote Analysis • Group discussions • Essay

	text • Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant • Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text • 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.		
W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.10	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • 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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Differentiated instruction • Teacher modeling • Mini-lessons • Journal responses • Flexible grouping • Written reading reflections • Guided reading questions • Guided writing lessons • Teacher/peer editing • Free writes • Targeted feedback	• In-class writes • Guided Reading Questions • Quote Analysis • Essay

	• 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. • 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 • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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		
SL.11-12.1 SL.11-12.4 SL.11-12.6	• Initiate and participate effectively in a range of collaborative discussions	• Oral presentations • Collaborative group presentations	• Oral presentations

		• Class discussion	• Group 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 • 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 • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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. • Determine or clarify the meaning of unknown and	• Teacher modeling • Process writing • Journal responses • Teacher/student conferences • Targeted feedback	• Oral presentation • Essay • Guided reading questions

	multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 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.		

Suggested Resources and Texts:
Readings:
- *Persepolis*, Marjane Satrapi
- *The Hunger Games*, Suzanne Collins
- History of the Iranian Revolution

Movies:
- *The Hunger Games*
    - *Persepolis* (clips)

Suggested Technology:

- Microsoft Word
- PowerPoint
- Smartboard
- DVD/ TV
- Internet

Unit 4: Introduction to Film Analysis & Film Reviews

Introduction and Established Goals: Students will understand the basics of analyzing film and seeing similarities between film and literature. Students will learn film techniques such as camera shots, soundtrack, symbolism, and light and dark. Students will also learn the basics of writing a film review, including how to summarize a film, analyze acting and film techniques, and create an informed opinion of a film. This unit is a way to engage with analysis and criticism by studying a popular medium.

Desired Outcome(s):
Students will define film terminology and identify examples of their use.
Students will compare storytelling techniques used in film to literature.
Students will use various strategies to comprehend text and apply to discussion and writing.
Students will read film criticism and craft their own critiques.

Common Core Standard(s):

RI. 11-12.1
RI. 11-12.2
RI. 11-12.6
W.11-12.2
W.11-12.3
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.7
W.11-12.9
W.11-12.10
SL.11-12.1
SL.11-12.6
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.5
L.11-12.6

Essential Question(s):
- Why is film an effective way to tell a story?
- How are film and literature similar?
- What is unique about film as a narrative device?
- What are the basics of a film review?

Key Terms/Concepts:
- Point of view shot
- Long shot
- Soundtrack
- Light/dark
- Symbolism
- Film review

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI. 11-12.1 RI. 11-12.2 RI. 11-12.6	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	• Differentiated Instruction • Anticipation Guide • Mini-lessons • Teacher modeling • Whole class discussions • Written reflections	• Guided viewing questions • Film Review

	determining where the text leaves matters uncertain • 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 • 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		
W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10	• 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. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • Use technology, including the Internet, to produce, publish, and update individual or shared	• Teacher modeling • Free writes • Guided writing lessons • Focused peer editing • Peer/teacher conferences • Targeted feedback	• Guided viewing questions • Film review

	writing products in response to ongoing feedback, including new arguments or information • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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		
SL.11-12.1 SL.11-12.6	• 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 • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Class discussion	• Class discussion
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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	• Teaching modeling • Process Writing • Free writes • Guided viewing questions • Focused peer editing • Targeted feedback	• Guided viewing questions • Film review

	when reading or listening. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 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.		

Suggested Resources and Texts:
Readings:
  • Various film reviews, Roger Ebert
Movies:
  • Opening scene of *Halloween*
  • Opening scene of *Rear Window*
    • Any film/director, such as Steven Spielberg

Suggested Technology:

  • Microsoft Word
  • PowerPoint
  • Smartboard
  • DVD/ TV
  • Internet

Unit 5: College, SATs, and Vocabulary

Introduction and Established Goals: This yearlong unit focuses on college searching and preparation, SAT preparation, and vocabulary development. Students will begin the college process, analyze their PSAT scores, make goals for the SATs, use Khan Academy, writing college essays, and learning and practicing vocabulary.

Desired Outcome(s):
Students will identify goals for improvement on SATs and analyze meeting of goals.
Students will research post-graduate options and develop plans.
Students will craft a resume that details their experience and achievements.
Students will learn and define various vocabulary words.

Students will craft a well-developed personal narrative.

Common Core Standard(s):

RI.11-12.4
W.11-12.3
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.10
SL.11-12.1
SL.11-12.2
SL.11-12.6
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.5
L.11-12.6

Essential Question(s):
- What are your post-graduation goals?
- What are you looking for in a college?
- What is your goal score for the SATs?
- How can you best represent yourself in a Common Application essay?
- How can you best represent your accomplishments in a resume?

Key Terms/Concepts:
- College Board
- Common Application
- Resume and action verbs
- Khan Academy
- SATs
- Various vocabulary words

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI.11-12.4	• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	• Cues, questions, activating prior knowledge • Direct instruction • Collaborative groups	• Vocabulary packet • Vocabulary quiz • SAT practice •
W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	• Guided writing lessons • Focused peer editing • Peer/teacher conferences • Targeted feedback	• Common Application Essay • Resume

	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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		
SL.11-12.1 SL.11-12.2 SL.11-12.6	• 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 • 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	• Peer/Teacher conferences • Class discussion • Small group discussion	• Teacher conferences • Class discussion

	• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 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.	• Teaching modeling • Process writing • Free writes • Focused peer editing • Targeted feedback	• SAT goal setting • Common Application Essay •

Suggested Resources and Texts:
- Vocabulary Book F
- Resume templates
- Khan Academy

- Common Application Sample Essays
  - College Board

Suggested Technology:
- Internet
- Microsoft Word

Unit 6: Research Skills and Research Paper

Introduction and Established Goals: This yearlong unit will focus on developing research skills and the writing process of a research paper. Topics will vary, depending on student interest and ability. Research will be incorporated into various units to develop analytical essays. Students will all conduct a research project or write a research paper that starts with inquiry, research, source analysis, outlining, drafting, peer/teacher editing, revisions, and final draft.

Desired Outcome(s):
Students will learn how to effectively research online.
Students will identify reliable sources and analyze those sources.
Students will identify proper evidence to support thesis.
Students will craft effective thesis.
Students will work through the writing process from inquiry to final draft.
Students will design a correct Works Cited page.

Common Core Standard(s):

RI.11-12.1
RI. 11-12.2
RI. 11-12.6
RI. 11-12.7
RI. 11-12.10
W.11-12.1
W.11-12.2
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.7
W.11-12.8
W.11-12.9
W.11-12.10
SL.11-12.1
SL.11-12.2
SL.11-12.6
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.5
L.11-12.6

Essential Question(s):
- How do you navigate the Internet to find reliable sources?
- How can you read and understand sources?

- How can you meaningfully incorporate research into your own writing?
- How can you generate topics of interest to research?
- Why is the writing process important?

Key Terms/Concepts:
- Research
- Databases
- Source analysis/reliability
- Writing process
- Revision
- Citation

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
RI.11-12.1 RI. 11-12.2 RI. 11-12.6 RI. 11-12.7 RI. 11-12.10	• 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 • 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 • 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 • Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question	• Differentiated instruction • Cues, questions, activating prior knowledge • Direct instruction • Note taking • Graphic organizers • Paraphrase	• Source summaries • Research paper outline • Research paper • Senior Project research paper rubric (adapted)

	or solve a problem • 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.		
W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10	• Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • 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 • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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	• Teacher modeling • Note taking • Process writing • Graphic organizers • Generating topics • Guided writing lessons • School-wide rubrics • Focused peer editing • Peer/teacher conferences • EasyBib	• Source summaries • Research paper outline • Research paper • Senior Project research paper rubric (adapted)

	understanding of the subject under investigation • 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 • Draw evidence from literary or informational texts to support analysis, reflection, and research • 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		
SL.11-12.1 SL.11-12.2 SL.11-12.6	• 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 • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the	• Peer/Teacher conferences	• Teacher conferences • Class discussion

	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 • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • 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	• Teaching modeling • Process writing • Note taking • Graphic organizers • Model texts • Peer/teacher conferences • Focused peer editing • Targeted feedback • School-wide rubrics	• Source summaries • Research paper outline • Research paper • Senior Project research paper rubric (adapted)

	considering a word or phrase important to comprehension or expression.		

Suggested Resources and Texts:
- Internet
- Various articles and sources
- Media Center

Suggested Technology:
- Internet
- Microsoft Word