

Marshfield High School- Marshfield, Massachusetts

English / Language Arts

Language Standards 11-12

| Standard (The learner should be able to...) | Skills (At the end of eleventh grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
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| <p>T1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> | <ul style="list-style-type: none"> Identify and correct errors in grammar and usage through editing Use resources to revolve issues of complex or contested usage | <ul style="list-style-type: none"> Writing Conference Writing Workshops Writers Inc Harbrace Departmental Grammar Binder | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCA's Writing portfolio Presentations |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> | <ul style="list-style-type: none"> Use resources to revolve issues of complex or contested usage Identify and correct errors in capitalization, punctuation and spelling in writing. | <ul style="list-style-type: none"> Writing Conference Writing Workshops Writers Inc Harbrace Departmental Grammar Binder | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCA's Writing portfolio |
| <p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed;</p> | <ul style="list-style-type: none"> Recognize how language functions in different contexts Use language to enhance meaning and style Understand how syntax is related to meaning and style | <ul style="list-style-type: none"> Huckleberry Finn Hamlet Othello Fences Hamlet Writers Inc Harbrace Departmental Grammar Binder | <ul style="list-style-type: none"> Grammar in context Modeling Pre-assessment Use of explanatory devices Essay FCAs Active participation Practice | <ul style="list-style-type: none"> Writing Portfolio Analytical essays Journals |

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| <p>apply an understanding of syntax to the study of complex texts when reading.</p> | | | | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> • Identify and use correctly new words acquired through context • Use general dictionaries and thesauruses and other related references as needed • Use appropriate vocabulary in formal writing and speech • Recognize denotation and connotation of words • Vary word choice in writing • Identify changing word meanings | <ul style="list-style-type: none"> • SAT “Hit Parade” • Senior English Review Exercises • Dictionary, Thesaurus and other related resources • Hamlet • Othello | <ul style="list-style-type: none"> • Vocabulary in context • Context clues • Modeling • Pre-assessment • Study of word elements • Active participation • Practice | <ul style="list-style-type: none"> • Vocabulary Quizzes • Essays with FCA’s • Writing Portfolio • FIX Assignments |

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| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> Identify and use figurative language Analyze the use of figurative language Understand and appreciate the multiple meaning of words and why they are used | <ul style="list-style-type: none"> The Adventures of Huckleberry Finn The Great Gatsby Fences Hamlet Othello The Stranger World Literature Things Fall Apart Night Poetry American Literature Anthology | <ul style="list-style-type: none"> Modeling Pre-assessment Use of explanatory devices Targeted FCAs Active participation Practice Making cognitive connections | <ul style="list-style-type: none"> Analytical Essays Quizzes and Tests |
| <p>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.</p> | <ul style="list-style-type: none"> Analyze the role and place of standard American English in speech, writing, and literature Analyze the relationship between the use of dialect and other elements of literature Analyze the use of dialect and other elements of literature. | <ul style="list-style-type: none"> The Adventures of Huckleberry Finn The Great Gatsby Fences Hamlet The Tortilla Curtain The Catcher in the Rye The Scarlet Letter American Literature Anthology The Language of Composition | <ul style="list-style-type: none"> Grammar in context Vocabulary in context Modeling Use of explanatory devices Targeted FCAs Active participation Practice | <ul style="list-style-type: none"> Essays with FCA's Quizzes and Tests Portfolio |

| Reading Standards for Literature 11-12 | | | | |
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| Standards (The learner should be able to...) | Skills | Resources | Instructional Strategies | Assessments |
| <p>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.</p> | <ul style="list-style-type: none"> Find and determine appropriate evidence Extract and synthesize the textual evidence Cite using correct format Make relevant inferences | <ul style="list-style-type: none"> All units | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion | <ul style="list-style-type: none"> Research paper Analytical papers |

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| <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> | <ul style="list-style-type: none"> • Identify and analyze the theme(s) in a literary work. • Analyze development of theme in the text. • Analyze the connection between multiple themes • Provide appropriate support • Summarize objectively | <ul style="list-style-type: none"> • All units | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion | <ul style="list-style-type: none"> • Journal summaries • Analytical essays • Test essays |
| <p>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).</p> | <ul style="list-style-type: none"> • Utilize elements of literature in analysis • Understand the purpose behind an author’s literary choice(s) • Analyze stylistic devices | <ul style="list-style-type: none"> • All Units | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking | <ul style="list-style-type: none"> • Test questions • Analytical essays |
| <p>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.)</p> | <ul style="list-style-type: none"> • Identify and analyze characteristics of genre that cut across lines of genre classifications. | <ul style="list-style-type: none"> • The Great Gatsby • Poetry • The Adventures of Huckleberry Finn • Fences • Hamlet • American Literature Anthology • Othello • 1984 | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical essays • Quizzes and Tests • Poetry analysis |

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| <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <ul style="list-style-type: none"> • Recognize the connection between structure and meaning • Identify and analyze the structure and components of a text in order to assess an author’s choices | <ul style="list-style-type: none"> • The Great Gatsby • The Adventures of Huckleberry Finn • American Literature Anthology • Othello • The Stranger • 1984 • Things Fall Apart • World Literature Anthology | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical essays |
| <p>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).</p> | <ul style="list-style-type: none"> • Analyze and evaluate author’s use of techniques and elements in fiction for rhetorical and aesthetic purposes • Recognizing both implied and explicit levels of meaning • Differentiate between implied and explicit meanings in a text | <ul style="list-style-type: none"> • The Great Gatsby • The Adventures of Huckleberry Finn • The Stranger • American Literature Anthology • 1984 • Hamlet • Othello | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Making cognitive connections • Use of comparative texts | <ul style="list-style-type: none"> • Quizzes and Tests • Analytical essays |
| <p>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.)</p> | <ul style="list-style-type: none"> • Relate knowledge from several areas • Assess value of theories, presentations • Recognize subjectivity | <ul style="list-style-type: none"> • Hamlet • Othello • Huckleberry Finn • Death of a Salesman | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking | <ul style="list-style-type: none"> • Analytical essays • Quizzes and Tests • Research paper |

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| | | | <ul style="list-style-type: none"> • Isolation of critical attributes • Making cognitive connections | |
| 8. MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist). | <ul style="list-style-type: none"> • Compare and discriminate between ideas • Make choices based on reasoned arguments • Relate knowledge from a variety of areas | <ul style="list-style-type: none"> • Hamlet • Othello • Death of a Salesman • Huckleberry Finn • Things Fall Apart | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical essays • Quizzes and Tests • Literary Analysis |
| 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. | <ul style="list-style-type: none"> • Identify patterns in literature • Relate knowledge from several areas by seeing the connections between a time period and the art created during that period • Use historical information to inform literary interpretation | <ul style="list-style-type: none"> • American Literature Anthology | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical Essays • Quizzes and Tests • Research Paper |
| 10. By the end of grade 11, read and comprehend literature, including stories, dramas, | <ul style="list-style-type: none"> • Engage in the reading, comprehending and analysis of complex texts | <ul style="list-style-type: none"> • The Great Gatsby • The Adventures of Huckleberry Finn | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices | <ul style="list-style-type: none"> • Analytical Essays • Quizzes and |

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| <p>and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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</p> | | <ul style="list-style-type: none"> • Hamlet • Death of a Salesman • Othello • The Stranger | <ul style="list-style-type: none"> • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <p>Tests</p> |
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| Reading Standards for Informational Text 11-12 | | | | |
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| Standards (The learner should be able to...) | Skills | Resources | Instructional Strategies | Assessments |
| <p>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.</p> | <ul style="list-style-type: none"> • Identify and determine appropriate evidence. • Assess text for bias. • Extract and synthesize the textual evidence. • Analyze facts and inferences. • Cite using correct format. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” <p>Documentaries</p> <ul style="list-style-type: none"> • Oprah with Elie Weisel • Child Soldiers in Sierra Leone • Born To Trouble • People Like Us • No Place to Hide • The Milgram Experiment <p>News Articles</p> | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Research essay • Analytical essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions • Presentation |

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| | | <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article <p>Journals Articles</p> <ul style="list-style-type: none"> • JSTOR articles • Bloom articles • The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | | |
| <p>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.</p> | <ul style="list-style-type: none"> • Summarize objectively. • Identify and analyze two or more central ideas. • Analyze development of central ideas. • Determine how the individual components of the text combine to reveal the writer’s objective. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” <p>Documentaries</p> <ul style="list-style-type: none"> • Oprah with Elie Weisel • Child Soldiers in Sierra Leone • Born To Trouble • People Like Us • No Place to Hide • The Milgram Experiment | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Research Essay • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS |

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| | | <p>News Articles</p> <ul style="list-style-type: none"> No one died in Tiananmen Square Death of a Salesman Relevance Today Double Speak Article <p>Journals Articles</p> <ul style="list-style-type: none"> JSTOR articles Bloom articles The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> Declaration of Independence Thomas Paine “Common Sense” Patrick Henry “Speech at the Virginia Convention” William Bradford “On Plymouth Plantation” Bill of Rights Henry David Thoreau <i>Walden</i> | | |
| <p>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.</p> | <ul style="list-style-type: none"> Breakdown text to explain sequence of events. Assess the relationships and development of individuals, ideas, events in the text. | <p>Books</p> <ul style="list-style-type: none"> <i>A Long Way Gone</i> <i>Color of Water</i> <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> Jane Smiley “Say it ain’t so Huck” Tragedy and the Common Man Ralph Waldo Emerson “Nature” “Self Reliance” <p>News Articles</p> <ul style="list-style-type: none"> No one died in Tiananmen Square Death of a Salesman Relevance Today Double Speak Article <p>Documents</p> <ul style="list-style-type: none"> Declaration of | <ul style="list-style-type: none"> Modeling Use of explanatory devices Targeted FCAs Practice Guided class discussion Cooperative learning groups Note taking Isolation of critical attributes Paraphrase to create parallel text Making cognitive connections | <ul style="list-style-type: none"> Research Essay Analytical Essay Journals FIX Journals Test essays Test questions Study guide questions SPILTS Graded class discussions Presentation |

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| | | <p>Independence</p> <ul style="list-style-type: none"> • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | | |
| <p>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).</p> | <ul style="list-style-type: none"> • Analyze diction. • Analyze rhetorical shifts. • Evaluate how language supports the author’s purpose. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” <p>News Articles</p> <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article <p>Journals Articles</p> <ul style="list-style-type: none"> • JSTOR articles • Bloom articles • The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Research Essay • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions • Presentation |

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| <p>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.</p> | <ul style="list-style-type: none"> • Identify and analyze the structure and components of a text in order to assess an author’s choices. • Evaluate the connection between structure and meaning. • Critique effectiveness of structure and how it reflects the argument. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” • Politics and the English Language <p>News Articles</p> <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article <p>Journals Articles</p> <ul style="list-style-type: none"> • The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical Essay • Journals • FIX Journals • Test questions • Study guide questions • SPILTS • Graded class discussions |
| <p>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</p> | <ul style="list-style-type: none"> • Assess the use of point of view in a nonfiction text. • Recognize the purposeful rhetorical devices that contribute to the power of the text. • Analyze how the author marries form and function. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Ralph Waldo Emerson “Nature” “Self Reliance” • Politics and the English | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning | <ul style="list-style-type: none"> • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide |

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| <p>of the text.</p> | | <p>Language</p> <ul style="list-style-type: none"> • The Milgram Experiment <p>News Articles</p> <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | <p>groups</p> <ul style="list-style-type: none"> • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <p>questions</p> <ul style="list-style-type: none"> • SPILTS • Graded class discussions • Presentation |
| <p>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.</p> | <ul style="list-style-type: none"> • Evaluate validity of sources. • Identify components of question and/or problem. • Select appropriate information from multiple media sources • Compile information to answer question and/or problem. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” • Politics and the English Language <p>Documentaries</p> <ul style="list-style-type: none"> • Oprah with Elie Weisel • Child Soldiers in Sierra Leone • Born To Trouble • People Like Us • No Place to Hide | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Research Essay • Analytical Essay • Presentation |

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| | | <ul style="list-style-type: none"> • The Milgram Experiment <p>News Articles</p> <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article <p>Journals Articles</p> <ul style="list-style-type: none"> • JSTOR articles • Bloom articles • The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> <p>Visual Art</p> <ul style="list-style-type: none"> • Existential Photos • Media Propaganda • Existential Comics • Political Cartoons • Paintings | | |
| <p>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.,</p> | <ul style="list-style-type: none"> • Examine and evaluate rhetorical devices. • Interpret and evaluate author’s logic and reasoning. | <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking | <ul style="list-style-type: none"> • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS |

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| <p>The Federalist, presidential addresses).</p> | | | <ul style="list-style-type: none"> • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Graded class discussions • Presentation |
| <p>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.</p> | <ul style="list-style-type: none"> • Relate knowledge from several areas by seeing the connections between a time period and the literature created during that period. • Use historical information to inform literary interpretation. • Examine themes, purposes and rhetorical features in foundational documents. | <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text <p>Making cognitive connections</p> | <ul style="list-style-type: none"> • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions • Presentation |
| <p>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.</p> | <ul style="list-style-type: none"> • Read complex non-fiction. • Comprehend ideas within non-fiction. • Analyze the meaning or purpose of complex non-fiction. | <p>Books</p> <ul style="list-style-type: none"> • <i>A Long Way Gone</i> • <i>Color of Water</i> • <i>Night</i> <p>Essays</p> <ul style="list-style-type: none"> • Jane Smiley “Say it ain’t so Huck” • Tragedy and the Common Man • Ralph Waldo Emerson “Nature” “Self Reliance” • Politics and the English Language <p>News Articles</p> <ul style="list-style-type: none"> • No one died in Tiananmen Square • Death of a Salesman Relevance Today • Double Speak Article | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Targeted FCAs • Practice • Guided class discussion • Cooperative learning groups • Note taking • Isolation of critical attributes • Paraphrase to create parallel text • Making cognitive connections | <ul style="list-style-type: none"> • Analytical Essay • Journals • FIX Journals • Test essays • Test questions • Study guide questions • SPILTS • Graded class discussions • Presentation |

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| | | <p>Journals Articles</p> <ul style="list-style-type: none"> • JSTOR articles • Bloom articles • The New Yorker articles <p>Documents</p> <ul style="list-style-type: none"> • Declaration of Independence • Thomas Paine “Common Sense” • Patrick Henry “Speech at the Virginia Convention” • William Bradford “On Plymouth Plantation” • Bill of Rights • Henry David Thoreau <i>Walden</i> | | |
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| Writing Standards 11-12 | | | | |
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| Standard (The learner should be able to...) | Skills (At the end of eleventh grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
| <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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,</p> | <ul style="list-style-type: none"> • Create and defend an argument based on evidence • Organize and support an argument • Relate knowledge from several areas in service of the argument • Research and supply relevant evidence | <ul style="list-style-type: none"> • Online Data Bases • Libraries • Writer’s Inc. | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Literary Analysis • American Literature Research Paper |

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| <p>reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | | | | |
| <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p> | <ul style="list-style-type: none"> • Demonstrate understanding of purpose, speaker, audience and form • Organize and support informative writing • Present complex ideas with clarity • Use relevant information for support • Compose a unified essay that deals | <ul style="list-style-type: none"> • The Great Gatsby • The Adventures of Huckleberry Finn • Fences • Hamlet • Writer’s Inc. • Non-Fiction essays | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs | <ul style="list-style-type: none"> • Presentations • Research Paper • Analytical Essays • Projects |

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| <p>organization, and analysis of content.</p> <ol style="list-style-type: none"> 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 | <p>with a number of complex ideas</p> <ul style="list-style-type: none"> • Predict and draw conclusions • Revise writing to improve style, organization, word choice, sentence variety, and content development | <ul style="list-style-type: none"> • World Literature Anthology • The Stranger • 1984 • Othello • American Literature Anthology • The Language of Composition • Writing Conference • PowerPoint | <ul style="list-style-type: none"> • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | |
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| <p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | | | | |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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</p> | <ul style="list-style-type: none"> • Communicate real or imagined experiences • Engage an audience • Apply elements of literature in their own composition • Develop character • Write dialogue • Create plot lines • Organize a story in a logical way • Use imagery and diction to create a vivid picture | <ul style="list-style-type: none"> • Writer’s Inc. • Writing Conference | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Narrative writing |

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| <p>sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | | | | |
| <p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p> | <ul style="list-style-type: none"> • Understand universal concepts • Explain theme through a variety of writing genres • Write well-organized stories, scripts, narratives or poems with an explicit or implicit theme, using a variety of literary techniques • | <ul style="list-style-type: none"> • Writer’s Inc. • Writing Conference | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCA’s • Journal writing |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <ul style="list-style-type: none"> • Write coherent expository essays with a focused thesis, well-developed paragraphs and logical support • Write coherent compositions with a clear focus, objective presentation with alternate views, rich detail, well-developed paragraphs and logical argumentation | <ul style="list-style-type: none"> • Writer’s Inc. • Writing Conference • Harbrace College Handbook | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCA’s • Portfolio |

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| <p>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 67.)</p> | <ul style="list-style-type: none"> • Revise writing to improve style, organization, word choice, sentence variety and content development • Revise writing to improve subtlety of meaning after rethinking how well questions or purpose, audience and genre have been addressed | <ul style="list-style-type: none"> • Writer’s Inc. • Writing Conference • Harbrace College Handbook | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Type 4 and 5 Essays • Writing Portfolio |
| <p>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.</p> | <ul style="list-style-type: none"> • Create coherent media productions that synthesize information from several sources • Negotiate and utilize different modes of written communication with a specific purpose • Update and make revisions to existing work and views when confronted with new arguments or information | <ul style="list-style-type: none"> • School web site • Blogs • Internet | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Cooperative learning groups • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Participation • Essays with FCAs |
| <p>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.</p> | <ul style="list-style-type: none"> • Formulate original open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources | <ul style="list-style-type: none"> • Jstor and other databases • Writers Inc • Library • Internet | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Process writing • Editing groups • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive | <ul style="list-style-type: none"> • Projects • Presentations • Research papers • Argumentative Essays |

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| <p>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.</p> | <ul style="list-style-type: none"> • Produce written research paper with appropriate documentation • Utilize databases effectively • Evaluate sources • Recognize and avoid plagiarism | <ul style="list-style-type: none"> • Jstor and other databases • Writers Inc • Library • Internet | <p>connections</p> <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Projects • Presentations • Research papers • Argumentative Essays |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions</p> | <ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories • Relate knowledge from several areas • Verify value of evidence • Make or validate an argument using primary sources | <ul style="list-style-type: none"> • All units | <ul style="list-style-type: none"> • Modeling • Use of explanatory devices • Writing Conference • Targeted FCAs • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Literary analysis • Argumentative essays • Research paper |

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| and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”). | | | | |
| 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. | <ul style="list-style-type: none"> Utilize process writing skills Generalize from given facts Collect thoughts for timed responses | <ul style="list-style-type: none"> All units | <ul style="list-style-type: none"> Modeling Use of explanatory devices Process writing Timed writing Editing groups Writing Conference Targeted FCAs Practice Note taking Isolation of critical attributes Making cognitive connections | <ul style="list-style-type: none"> Timed essays Journal responses Process writing Research paper |

| Speaking and Listening Standards 11-12 | | | | |
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| Standards (The learner should be able to...) | Skills (At the end of eleventh grade, students should be able to...) | Resources | Instructional Strategies | Assessments |
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation | <ul style="list-style-type: none"> Formulate and follow rules governing different modes of class discussion Assess values of arguments and offer insights based on the individuals interpretation or prior knowledge Apply knowledge from other ideas to further an idea or concept Support oral arguments with support from texts Develop and implement different techniques such as speaking roles, setting time limits, and deadlines for decision-making for effective small group discussions | <ul style="list-style-type: none"> Films/Video related to the curriculum Internet | <ul style="list-style-type: none"> Direct instruction Cooperative learning Socratic seminar Modeling Use of explanatory devices Practice Note taking Isolation of critical attributes Making cognitive connections | <ul style="list-style-type: none"> Essays with FCA’s Research Assignments |

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| <p>by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p> | <ul style="list-style-type: none"> Analyze in a coherent and organized way what has been learned from a focused discussion Summarize inferences about how authors' choices regarding elements of literature made a difference in individual responses Develop discussions by staying on and developing ideas Create an environment that is fertile for the testing of ideas | | | |
| <p>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,</p> | <ul style="list-style-type: none"> Investigate multiple sources and formats in making informed decisions Assess the credibility of sources | <ul style="list-style-type: none"> Film/Video equipment Internet | <ul style="list-style-type: none"> Direct instruction Cooperative learning Socratic seminar Modeling Use of explanatory devices | <ul style="list-style-type: none"> Project with FCA's |

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| evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | | | <ul style="list-style-type: none"> • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | |
| <p>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.</p> | <ul style="list-style-type: none"> • Apply understanding of literary elements to listening • Assess the value of a presentation • Verify the value of evidence | <ul style="list-style-type: none"> • School-wide rubrics | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Socratic seminar • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Essays with FCAs |
| <p>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.</p> | <ul style="list-style-type: none"> • Deliver formal presentation for particular audiences using clear enunciation and appropriate organization, gestures, tone and vocabulary • Deliver an oral argument that is well supported and organized | <ul style="list-style-type: none"> • School-wide rubrics | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Socratic seminar • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Presentations |
| <p>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.</p> | <ul style="list-style-type: none"> • Incorporate technology in presentations • Use current technology to enhance presentations | <ul style="list-style-type: none"> • Computers • Presentation software • Projection Device • Internet | <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive | <ul style="list-style-type: none"> • Presentations |

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| <p>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 67 for specific expectations.)</p> | <ul style="list-style-type: none"> • Recognize how language functions in different contexts • Use language to enhance meaning and style • Understand how syntax is related to meaning and style | <ul style="list-style-type: none"> • Writers Inc • Harbrace College Handbook | <p>connections</p> <ul style="list-style-type: none"> • Direct instruction • Cooperative learning • Modeling • Use of explanatory devices • Practice • Note taking • Isolation of critical attributes • Making cognitive connections | <ul style="list-style-type: none"> • Presentations |
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