**NIAGARA FALLS HIGH SCHOOL GRADE 11 English in Real Life (IRL)**

The curriculum in grade 11 provides students with opportunities to develop not only critical literacy skills outlined in the [Next Generation English Language Arts Learning Standards Opens in a new browser tab](http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf), but also proficiency in the "Seven C's" of 21st century competencies: ***C***ritical thinking, ***C***ommunication, ***C***reativity, ***C***ollaboration, ***C***ompassion, ***C***ontent Mastery, and ***C***ultural Awareness.

Students in grade 11 will take either English in Real Life, Writing for the Workforce or 11AP.

Differences in the degree of instructional scaffolding, pacing, and workload are what primarily distinguish an AP Level course from the seminar course, but the thematic content and the Next Generation ELA Learning Standards remain the same for all students.

GRADE 11: English-11 courses (both seminar and AP levels) focus on the themes ofidentity, relationships, and inequality. Students build upon the foundation of grades 9-10, further developing their writing and language use skills in a variety of genres with greater independence and sophistication and with a focus on helping students be college and career ready.

There are no prerequisites for any English courses offered at Niagara Falls High School. However, we encourage students to have discussions with their parents, counselors, and English teachers, to consider their prior academic performance in English classes, and to assess the degree to which they actually enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

**Quarter 1: Theme: Identity**

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| New York State Standards | |  |
| **Reading Literature and Informational Text**  •**11-12R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)  • **11-12R2**: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)  •**11-12R3**: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure  **11-12R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)  • **11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)  **Writing Standards**  **•11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  •**11-12W2:** 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.  •**11-12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  •**11-12W4:** Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work. | |
| **Speaking and Listening** | |
| •**11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  •**11-12SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.  **11-12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. | |
| Examples of Learning Targets |
| **Reading Learning Targets:**  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4)  I can analyze how text structure impacts mean and affects the reader. (RI/L5)  I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)  **Writing Learning Targets:**  I can write arguments to support claims and analyze topics. (W1)  I can write informative texts that convey ideas or concepts.  I can write narrative to develop ideas fictional and nonfiction. (W2)  I can make creative pieces for a variety of purposes and expressions.(W4) |
| **Speaking and Listening** Learning Targets: |
| I can participate in discussions that include complex topics or texts.  I can evaluate speakers and their reasoning/point of view.  I can assess tone, point of view, reasoning, diction, tone etc. |

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| **Q1 Suggested Literature**  ***Theme: Identity*** | * **Literary Elements and Techniques** * **Reading/Writing Strategies** | **Assessments and Evaluation** |
| **Full Length Works:**  Homegoing by Yaa Gyasi  The Kite Runner by Khaled Hosseini  **Poems:**  “Upon Leaving Africa for America” by Phillis Wheatley  “The Journey” by Mary Oliver    “Wild Geese” by Mary Oliver    “If” by Rudyard Kipling    “To James” by Frank Horne    “The Road Not Taken” by Robert Frost  **Informational Text:**  “Lacey’s Story” by Lacey Schwartz   |  | | --- | |  | | **Short Stories:**  “Girl” by Jamaica Kincaid  “Woman Hollering Creek” by Sandra Cisneros  “The Things They Carried” by Tim O’Brien  “3 Questions” by Leo Tolstoy    “The Ones Who Walk Away From Omelas” by Ursula LeGuin    “Thank You, Ma’am” by Langston Hughes | |  | | One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:     * Vocabulary development for reading and writing * Discerning Central Ideas in reading * Recognizing Supporting Details/Textual Evidence in reading * Using Central Ideas and Supporting Details in writing * Recognizing relationships in reading and writing such as transitions and patterns of organization * Tone, Purpose, Conflict, Setting, Point of View, and Characterization * Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole     Writing strategies to be taught and assessed:    Literary analysis  Sentence and paragraph structure  Explore the theme of identity in various genres of literature and as well as real life applications for students. | Teachers will employ a variety of formative assessments during the course of each class such as think/pair/share, write/draw, whole class discussion, small group discussion, and gallery walk activities.  Each summative assessment addresses one or more of the following:  • Vocabulary  • Identifying central idea  • Include textual evidence from the text for support  • Include original commentary to demonstrate understanding  • Ability to make/recognize inferences  • Determine various aspects of the writer’s craft including tone, purpose, diction, imagery, setting, characterization, etc.  • Make effective personal and real life connections to the text  Student writing skills are assessed using traditional stages of writing that include drafting, revising, conferencing, editing over a short and long term period of time.  Students will watch various videos (YouTube, TED Talk, PBS Learning Media) and offer written and oral responses as part of formative and summative assessments.  Students will read, discuss, analyze and write responses to their choice of poems as part of their application of the identity theme.  Students will write an essay that incorporates one or more short stories that offers textual support and original analysis of their choice of theme, including the importance of identity. |
| Electronic Resources    “Yaa Gyasi discusses debut novel Homegoing” May 16, 2016 (3:02)  Youtube: <https://www.youtube.com/watch?v=wheQsYCDezE>  “Where are you REALLY from? Black Migration and Immigration, Explained” Oct. 11, 2019 (PBS) (16:28)  Youtube: <https://www.youtube.com/watch?v=eSEf3TzfnLk>  “Barack Obama visits Cape Coast castle with Anderson Cooper” 2009 (8:22)  Youtube: <https://www.youtube.com/watch?v=0gmDoon_yC0>  [Anthony Hazard: The Atlantic slave trade: What too few textbooks told you | TED Talk](https://www.ted.com/talks/anthony_hazard_the_atlantic_slave_trade_what_too_few_textbooks_told_you) (5:24)  <https://www.oasisacademysouthbank.org/uploaded/South_Bank/Curriculum/Student_Learning/Online_Library/KS4/Homegoing_by_Yaa_Gyasi.pdf> (Online PDF copy of the novel) | Enrichment/Scaffolding   Scaffolding: Students will write a personal essay that follows a four-paragraph outline and guided by teacher instruction. Teacher will model expectations by sharing personal aspects of his/her life that enable students to learn more about how certain people, places, events, and beliefs create one’s identity. Students may choose to write the essay as a letter for ease of writing and creativity.  Enrichment: Students may choose to explore their own family history by conducting interviews and research of important aspects of their previous generations then compose a multi-paragraph essay that chronicles their findings. Teacher may help with organization, interview questions, and writing process. | |

**Quarter 2 Theme: Relationships**

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| New York State Standards | | Examples of Learning Targets | | | |
| **Reading Literature and Informational Text**  •**11-12R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)  • **11-12R2**: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)  •**11-12R3**: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure  **11-12R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)  • **11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)  **Writing Standards**  **•11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  •**11-12W2:** 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.  •**11-12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  •**11-12W4:** Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work. | | **Reading Learning Targets:**  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4)  I can analyze how text structure impacts mean and affects the reader. (RI/L5)  I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)  **Writing Learning Targets:**  I can write arguments to support claims and analyze topics. (W1)  I can write informative texts that convey ideas or concepts.  I can write narrative to develop ideas fictional and nonfiction. (W2)  I can make creative pieces for a variety of purposes and expressions.(W4) | | | |
| **Speaking and Listening** | | **Speaking and Listening** Learning Targets: | | | |
| •**11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  •**11-12SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.  **11-12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. | | I can participate in discussions that include complex topics or texts.  I can evaluate speakers and their reasoning/point of view.  I can assess tone, point of view, reasoning, diction, tone etc. | | | |
| **Quarter 2 Theme: Relationships**  **Overview:**  Students will analyze relationships between family, friends and society and the effect it can have on the individual. Students will dig deeper into an informational text, poems, shorts stories and realistic fiction in order to dissect the complexity of conflict within a relationship and the effects it has on individuals.  **Unit Goals:**   * take a position (claim) on topic and identify arguments to support the position in an essay * synthesize evidence from texts to support a position (claim) * analyze the author’s purpose to determine the central theme * edit and revise writing before submission | | | | | |
| **Unit I Can Statement**  Identify a central idea of a text  Analyze the central conflict in a text  Explain how conflict affects a text and develops the central idea  Compose a topic sentence/thesis  for literary analysis writing  Use imagery to develop a central idea in writing   * Compare and/or contrast experiences with an individual in a text * Use evidence to support a claim * Create a creative representation of self | | | | | |
| **Essential Questions:**  What does it mean to be a family?  What are the values of a good friendship?  How do you cope with grief and loss?  What social structures exist in a society? How do they influence relationships?  What social structures does the individual from my reading belong to?  How does conflict impact relationships? | | | Skills Assessed   * Complete Sentences * Sentence Structure * Paragraph Coherence * Response to the Prompt * Choice of Evidence * Integration of Evidence * Analysis of Evidence * Essay Structure * Thesis Statement/Claim * Analysis of Literary Device | | |
| **Q2 Suggested Literature** | * **Literary Elements and Techniques** * **Reading/Writing Strategies** | | | **Assessments and Evaluation** |
| **Poems:**  **MORNING IN THE BURNED HOUSE** by Margaret Atwood  **TO A DAUGHTER LEAVING HOME**  by Linda Pastan   |  | | --- | | **LEGACIES**  by Nikki Giovanni  **EXCERPT FROM "WHERE LOVERS DREAM"**  by Anzia Yezierska  **THE RAVEN**  by Edgar Allan Poe  **MOTHER TO SON**  By Langston Hughes  **EATING TOGETHER**  BY LI-YOUNG LEE  **Short Stories:** **HERE WE AREN'T, SO QUICKLY**by Jonathan Safran Foer**SHOPPING**by Joyce Carol Oates**EVERYDAY USE** by Alice Walker**LEGACIES**by Nikki Giovanni**IN MY MOM'S SHOES**by Kat Chow**INDIAN EDUCATION** by Sherman Alexie**WILDWOOD** by Junot Diaz**SONNY’S BLUES**By James Baldwin**Lather and Nothing Else** by Hernando Tellez**Little Things Are Big** by Jesus Colon**Reunion** by John Cheever**Hills Like White Elephants** by Ernest Hemingway**The Red Convertible** by Louise Erdrich **Informational Texts:**  **WHY DO WE HATE LOVE?**  by Robert Firestone  **On Witness and Repair: A Personal Tragedy Followed By a Pandemic** by Jesmyn Ward  **Media:**  “Embracing Otherness, Embracing Myself” TED Talk by Thandie Newton <https://www.ted.com/talks/thandiwe_newton_embracing_otherness_embracing_myself?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare>  [BREAK-UPS DON’T HAVE TO LEAVE YOU BROKEN | GARY LEWANDOWSKI | TEDXNAVESINK](https://www.youtube.com/watch?v=Cw2qD87KDHc)  <https://youtu.be/Cw2qD87KDHc>  **Nonfiction:**  **HOW BOYS BECOME MEN** by Jon Kats  **Novels:**  **A RAISIN IN THE SUN** by Lorraine Hansberry  **SALVAGE THE BONES** by Jesmyn Ward  **Black Enough: Stories of Being Young & Black in America**  by Ibi Zoboi & others  **Felix Ever After**  by Kacen Callender  **Clap When You Land**  by Elizabeth Acevedo  **Apple: (Skin to the Core)**  by Eric Gansworth | |  | |  | |  | | **Literary Elements and Techniques**  **Literary Elements:** Tone, Purpose, Conflict, Setting, Point of View, and Characterization  **Figurative language:** simile, metaphor, personification, hyperbole  **INSTRUCTIONAL ROUTINES: Reading/Writing Strategies**  **The Three Reads Protocol:** focuses students' reading of a larger text on a particular excerpt and encourages them to read it for three different purposes.  **Annotation:** Pairs capture inferences about a text with a given purpose.  **React Aloud:** Pairs read and respond aloud to DOK level questions about a text.  **OPTIQ:** Students unpack and interpret graphics to form questions and connections to a text.  **Recall to Relate:** Groups read a text to recall facts and make connections to other texts or content.  **Backstory**  Groups use point of view-based roles to explore a situation or conflict to build context around a text.  **Zoom In & Out**  Groups learn to pay close attention to details in images and texts before seeing the bigger picture.  **Sort Connect Reflect**  Pairs pause to grow, maintain and value note-taking.  **Growing Statements**  Students write and workshop detailed, relevant and clear statements.  **Thought Bubbles**  Pairs unpack and brainstorm ideas around a text or question.  **Extract**  Groups use this pre-writing routine to retrieve important information from a text or problem.  **Think Pair Start**  Pairs equitably listen and voice opinions in reaction to questions and prompts.  **Silent Graffiti**  Students notice, think and question images or texts in a nonverbal discussion.  **Silent Carousel**  Students use one idea to build reactions, questions and extending opinions in a written discussion.  **Reporter**  Pairs use an interview format to answer a question or prompt, with a focus on listening and clarifying.  **Paraphrase**  Groups use roles to listen, clarify and elaborate thoughts or ideas.  **Socratic Seminar**  Groups research and coach each other’s questions and ideas for a formal discussion.  **Word Hunt**  Students experience three phases of vocabulary inferencing, recall and writing.  **In Here, Out There**  Groups connect new vocabulary to other contexts.  **Electronic Resources**  [**MARGARET ATWOOD READS 'MORNING IN THE BURNED HOUSE'**](https://www.youtube.com/watch?v=hOwAR4NjKWI)[**https://youtu.be/hOwAR4NjKWI**](https://youtu.be/hOwAR4NjKWI)  **POETRY BREAKS: LI-YOUNG LEE READS “EATING TOGETHER”** [**https://youtu.be/6F2SX2dePHQ**](https://youtu.be/6F2SX2dePHQ)  **TO A DAUGHTER LEAVING HOME** – LINDA PASTAN  <https://youtu.be/ExIn1vc56cc>  [**LEGACIES**](https://www.youtube.com/watch?v=9_3WQVe7iLU)**-AUDIO READING** [**https://youtu.be/9\_3WQVe7iLU**](https://youtu.be/9_3WQVe7iLU)  [**THE RAVEN BY EDGAR ALLAN POE** - SHORT FILM](https://www.youtube.com/watch?v=0K6-wO94-6I)  <https://youtu.be/0K6-wO94-6I>  **Conflict**  <https://ny.pbslearningmedia.org/resource/litel18-ela-conflict/literary-elements-and-techniques-conflict/>  **Differentiated Instruction**  **Content**  Explicitly teach definitions of grade-level vocabulary words before reading a story.  Using reading materials at varying readability levels  Play videos and presentations to fill in content gaps before introducing a new concept.  Use Bloom’s Taxonomy to create a variety of assessment questions that reach all students.  Highlight important information or key terms in a text.  Bring graphic organizers into the classroom to help students organize and understand their own learning process.  Literature Circles  **Process**  Play audio recordings of stories  Jigsaw  Choice Board  Learning Stations  Hands on Activities  **Product**  Vary timelines and deadlines based on student needs and abilities.  Provide students with options for final assessment projects, including portfolios, music videos, plays, one-pagers, and Lego creations  Vary timelines and deadlines based on student needs and abilities.  Customize rubrics to match and extend different student skill levels.  Assign specific roles to members of groups based on strengths and areas that need improvement.  Let students choose which questions they’d like to answer on an assessment that varies in difficulty  Using rubrics that match and extend students' varied skills levels  **Learning Environment**  Check in with students’ emotional health using classroom journals, one-on-one talks, and behavior charts.  Teach multicultural literature that represents the backgrounds of students in your class.  Prominently list expectations and parameters for assignments on a classroom poster. | | | **Formative Assessments**  Whole and small group discussions  Half Writes  Writing in Zone  Dialectical Journal  Weekly Self-Assessment  Concept Maps  Polls  Scales  Word Clouds  Emoji Survey  QUICK RECALL OF CONTENT - #Hashtag  Check-in  Feedback on lesson using Forms  Misconception Check  Four Corners  DIGEST Micro-Routine help students initially respond to a text, visual, question or problem at the simplest level.  LIST: Unpack information by brainstorming and then drawing similarities in pairs.  LOOK: Chunk a visual into quadrants and then identify interesting elements.  **Summative Assessments**  Literary analysis essay  Literary analysis paragraphs  End-of-unit and chapter tests  Portfolios  Holley Portrait  Blackout Poem  Collage  Group and individual presentations  Diary entries  Illustrations/drawings,  Paintings  Videos  Podcasts  **Enrichment/Scaffolding**  Fishbowl  Think alouds  Activate prior knowledge  Pause, Ask Questions, Pause, Review  Visual aids  Provide encouraging, constructive feedback  Use questions to chunk, monitor comprehension, and encourage deeper thinking |

**Quarter 3 Theme: Inequality**

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| **New York State Standards** | | | **Examples of Learning Targets** | | |
| **Reading Standards:**  •**11-12R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)  • **11-12R2**: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)  •**11-12R3**: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)  •**11-12R5:** In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)  • **11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)  **Writing Standards:**  **•11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  •**11-12W2:** 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.  •**11-12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  •**11-12W4:** Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.  **Research to Build and present Knowledge**  •**11-12W6:** Conduct research through self-generated question or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. •**11-12W7:** Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation. | | | **Reading Learning Targets:**  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4)  I can analyze how text structure impacts mean and affects the reader. (RI/L5)  I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)  **Writing Learning Targets:**  I can write arguments to support claims and analyze topics. (W1)  I can write informative texts that convey ideas or concepts.  I can write narrative to develop ideas fictional and nonfiction. (W2)  I can make creative pieces for a variety of purposes and expressions.(W4)  I can conduct self-generated research that examines problems and solutions. (W6)  I can gather information from sources, evaluate sources, avoid plagiarism and follow standard format for citations (APA and MLA). (W7) | | |
| **Speaking and Listening Learning Standards:**  •**11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  •**11-12SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.  **11-12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.  **11-12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. | | | **Speaking and Listening** **Learning Targets:**  I can participate in discussions that include complex topics or texts.  I can use sources to support my points.  I can evaluate a source to make informed decisions and solve problems.  I can evaluate speakers and their reasoning/point of view.  I can assess tone, point of view, reasoning, diction, tone etc. | | |
| **Quarter 3: Inequality**  **Suggested Literature** | * **Literary Elements and Techniques** * **Reading/Writing Strategies** | | | **Assessments and Evaluation** |
| |  | | --- | | Poems:  A Work of Artifice, Marge Piercy; Dusting, Julia Alvarez, Kitchenette Building, Gwendolyn Brooks; Let America be America Again, Langston Hughes; Harlem, Dream Deferred  Short Stories:  The Story of an Hour, Kate Chopin; Desiree’s Baby, Kate Chopin; The Yellow Wallpaper, Charlotte Perkins Gilman; April Showers, Edith Wharton; The Lesson, Toni Cade Bambara; Everyday Use, Alice Walker  Informational Texts:  Why I Wrote The Yellow Wallpaper, Gilman  Had I Known, Barbara Ehrenreich; <https://www.bbc.com/culture/article/20180425-why-the-handmaids-tale-is-so-relevant-today>  Full Length Works:  A Doll’s House, Henrik Ibsen; The Handmaid’s Tale, Margaret Atwood; Unwind, Neal Schusterman | |  | |  | | One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:   * Vocabulary development for reading and writing * Discerning Central Ideas in reading * Recognizing Supporting Details/Textual Evidence in reading * Using Central Ideas and Supporting Details in writing * Recognizing relationships in reading and writing such as transitions and patterns of organization * Tone, Purpose, Conflict, Setting, Point of View, and Characterization * Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole   Writing strategies to be taught and assessed:  Literary analysis  Sentence and paragraph structure | | | Formative Assessments:  Teachers will employ a variety of formative assessments during the course of each class. These can include, catch and release think/pair/share/write/draw,carousel activities, whole class discussion, small group discussion among others.  Summative Assessment:  Students will write a thematic essay with their own original claim supported by evidence form at least 3 of the works read. They will make their own claim about how each work addresses inequality. In the essay students will:   * Make claims about the text * Support claims with relevant and sufficient details from the text * Draw evidence to support claims from a variety of sources |
| **Electronic Resources**:  All of the Suggested Literature for Quarter 3 is available online, and may be printed and copied by the instructor. | | **Enrichment/Scaffolding**    Literary Analysis of a work of choice from this unit: Analyze how the writer uses literary elements and techniques to convey their message.  Literary Connections: Compare/Contrast how the theme of inequality was addressed in at least 3 works of choice from this unit:  Personal Connections - My Own Inequality: Poem, Video, Artwork | | |

**Quarter 4 Theme: Research**

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| New York State Standards | |  |
| **Reading Literature and Informational Text**  •**11-12R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)  • **11-12R2**: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)  •**11-12R3**: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure  **11-12R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)  • **11-12R6:** Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)  **Writing Standards**  **•11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  •**11-12W2:** 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.  •**11-12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  •**11-12W4:** Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work. | |
| **Speaking and Listening** | |
| •**11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  •**11-12SL2:** Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.  **11-12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems. | |
| Examples of Learning Targets |
| **Reading Learning Targets:**  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4)  I can analyze how text structure impacts mean and affects the reader. (RI/L5)  I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)  **Writing Learning Targets:**  I can write arguments to support claims and analyze topics. (W1)  I can write informative texts that convey ideas or concepts.  I can write narrative to develop ideas fictional and nonfiction. (W2)  I can make creative pieces for a variety of purposes and expressions.(W4) |
| **Speaking and Listening** Learning Targets: |
| I can participate in discussions that include complex topics or texts.  I can evaluate speakers and their reasoning/point of view.  I can assess tone, point of view, reasoning, diction, tone etc. |

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| **Q4 Suggested Research Topics** | **Research Skills** | **Assessments and Evaluation** |
| Question and Answer Research Paper  Important Person Research Paper  College and Career Research Paper | **In Quarter 4 knowledge of the following will be reviewed and strengthened.**     1. Students will write for inquiry, learning, critical thinking, communicating and engaging with the world. 2. Understand that writing is an open, collaborative, and social process. 3. The stages of the writing process include topic selection, drafting, revising, conferencing and editing. 4. Develop a specific research topic to respond to a writing assignment. 5. Identify quality information and access, evaluate, use, and attribute primary secondary sources in their work. 6. Integrate the words and ideas of others into their work and avoid accidental or deliberate plagiarism. 7. Write with clarity, brevity, coherence, and control of conventions such as syntax, grammar, punctuation and spelling. 8. Use technologies to conduct research and to draft, revise, edit, and design documents. 9. Learn and apply the research skills of Modern Language Association formatting, citations, and Works Cited page. | Assessment and Evaluation will demonstrate that the student can:   * Choose a thoughtful research topic * Support topic with relevant and sufficient details from quality sources * Recognize and identify an opposing claim or argument * Conduct research using databases and other reliable sources * Include commentary to demonstrate understanding of the source material * Demonstrate understanding and implementation of Modern Language Association citations and Works Cited page * Conference with teacher * Incorporate peer editing * Compose a quality piece of writing that incorporates all aspects of a proper MLA research essay (Summative Assessment) * Formative assessments are marked throughout the research process |
| Electronic Resources  Nearpods/Forms/Videos    ***All of the research materials for Quarter 4 are available online, and may be printed and copied by the instructor.*** | Enrichment/Scaffolding    Teachers will work with students to address individual needs for those who are struggling as well as those who are excelling through the research process | |