

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](#), but also proficiency in the "Seven C's" of 21st century competencies: Critical thinking, Communication, Creativity, Collaboration, Compassion, Content Mastery, and Cultural 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 of identity, 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 enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

Quarter 1: Theme: Identity

New York State Standards	
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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)

<p>Speaking and Listening Learning Targets:</p> <ul style="list-style-type: none"> • 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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<p>Q1 Suggested Literature <i>Theme: Identity</i></p>	<ul style="list-style-type: none"> • Literary Elements and Techniques • Reading/Writing Strategies 	<p>Assessments and Evaluation</p>
<p>Full Length Works: <u>The 57 Bus</u>, by Dashka Slater <u>I Was Their American Dream</u>, by Malaka Gharib <u>Long Way Down</u>, Jason Reynolds</p>	<p>One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:</p> <ul style="list-style-type: none"> • Vocabulary development for reading and writing • Discerning Central Ideas in reading 	<p>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:</p> <ul style="list-style-type: none"> • Vocabulary • Identifying central idea

<p>Poems:</p> <p>“I Too,” by Langston Hughes</p> <p>“On Coming from Africa to America” by Phillis Wheatley</p> <p>“America,” by Simon and Garfunkel</p> <p>“The Journey” by Mary Oliver</p> <p>“Wild Geese” by Mary Oliver</p> <p>“If” by Rudyard Kipling</p> <p>“To James” by Frank Horne</p> <p>“The Road Not Taken” by Robert Frost</p> <p>Informational Text:</p> <p>The Fire on the 57 Bus in Oakland, The New York Times: https://www.nytimes.com/2015/02/01/magazine/the-fire-on-the-57-bus-in-oakland.html</p> <p>NPR's Malaka Gharib's Memoir: 'I Was Their American Dream' : NPR</p>	<ul style="list-style-type: none"> • 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: simile, metaphor, personification, hyperbole <p>Writing strategies to be taught and assessed:</p> <p>Literary analysis</p> <p>Sentence and paragraph structure</p> <p>Explore the theme of moral and cultural identity in various genres of literature and as well as real life applications for students.</p>	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>Students will watch various videos (YouTube, TED Talk, PBS Learning Media) and offer written and oral responses as part of formative and summative assessments.</p> <p>Students will read, discuss, analyze and write responses to their choice of poems as part of their application of the identity theme.</p> <p>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.</p>
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<p>Short Stories: “Girl” by Jamaica Kincaid “3 Questions” by Leo Tolstoy “The Ones Who Walk Away from Omelas” by Ursula LeGuin “Thank You, Ma’am” by Langston Hughes</p>		
<p>Electronic Resources</p> <p>Rebeca Hwang: The power of diversity within yourself TED Talk</p> <p>America Ferrera: My identity is a superpower -- not an obstacle TED Talk</p> <p>America - Lyrics - Simon & Garfunkel - Bing video</p>	<p>Enrichment/Scaffolding</p> <p>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.</p> <p>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.</p>	

https://www.nbcbayarea.com/on-air/seen-on/raw-video-sasha-fleischman-interview-part-1-bay-area/2045183/	<p>Teacher may help with organization, interview questions, and writing process. Students may complete 6 Word Memoir activity to present a creative way to express their own identity through words and images.</p>
https://www.youtube.com/watch?v=N9NxK8_mW3g Sasha Fleischman Returns to School	<p><i>Xello instruction: Students will access their current accounts and revisit surveys to see if their interests have changed or remained the same. Review program, login, and survey procedures to keep accounts updated and reflective of their prospective career direction. Engage with students to address questions, discuss interests, and guide as appropriate.</i></p>
https://www.youtube.com/watch?v=aOUQIqURO3k Oakland High School Dedicates No Hate Basketball Game to Sasha	

Quarter 2 Theme: Relationships

New York State Standards	Examples of Learning Targets
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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

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 meaning 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)

•**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.

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:
<p>•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.</p> <p>•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.</p> <p>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.</p>	<p>I can participate in discussions that include complex topics or texts.</p> <p>I can evaluate speakers and their reasoning/point of view.</p> <p>I can assess tone, point of view, reasoning, diction, tone etc.</p>

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

<p>Essential Questions:</p> <p>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?</p>	<p>Skills Assessed</p> <ul style="list-style-type: none"> • 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 	
<p>Q2 Suggested Literature</p>	<ul style="list-style-type: none"> ➤ Literary Elements and Techniques ➤ Reading/Writing Strategies 	<p>Assessments and Evaluation</p>
<p>Poems:</p> <p>“THOSE WINTER SUNDAYS” by Robert Hayden</p> <p>“My Papa’s Waltz” by Theodore Roethke</p> <p>“Mending Wall” by Robert Frost</p>	<p><u>Literary Elements and Techniques</u></p> <p>Literary Elements: Tone, Purpose, Conflict, Setting, Point of View, and Characterization</p> <p>Figurative language: simile, metaphor, personification, hyperbole</p> <p><u>INSTRUCTIONAL ROUTINES: Reading/Writing Strategies</u></p> <p>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.</p> <p>Annotation: Pairs capture inferences about a text with a given purpose.</p> <p>React Aloud: Pairs read and respond aloud to DOK level questions about a text.</p>	<p><u>Formative Assessments</u></p> <p>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</p>

<p>“Mother to Son” by Langston Hughes</p> <p>“Icicle” by David Huddle</p> <p>“Snow” by Naomi Shihab Nye</p> <p><u>Short Stories:</u></p> <p>“EVERYDAY USE” by Alice Walker</p> <p>“Blankets” by Sherman Alexie</p> <p>“Reunion” by John Cheever</p> <p>“Visit” by Walter Dean Myers</p> <p>“How Far She Went” by Mary Hood</p> <p>“Snowbound” by Lois Lowry</p> <p>“The Red Convertible” by Louise Erdrich</p> <p><u>Informational Texts:</u></p> <p>https://www.chipublib.org/lorraine-hansberry-biography/</p>	<p>OPTIQ: Students unpack and interpret graphics to form questions and connections to a text.</p> <p>Recall to Relate: Groups read a text to recall facts and make connections to other texts or content.</p> <p>Backstory Groups use point of view-based roles to explore a situation or conflict to build context around a text.</p> <p>Zoom In & Out Groups learn to pay close attention to details in images and texts before seeing the bigger picture.</p> <p>Sort Connect Reflect Pairs pause to grow, maintain and value note-taking.</p> <p>Growing Statements Students write and workshop detailed, relevant and clear statements.</p> <p>Thought Bubbles Pairs unpack and brainstorm ideas around a text or question.</p> <p>Extract Groups use this pre-writing routine to retrieve important information from a text or problem.</p> <p>Think Pair Start Pairs equitably listen and voice opinions in reaction to questions and prompts.</p> <p>Silent Graffiti Students notice, think and question images or texts in a nonverbal discussion.</p> <p>Silent Carousel</p>	<p>Four Corners</p> <p>DIGEST Micro-Routine help students initially respond to a text, visual, question or problem at the simplest level.</p> <p>LIST: Unpack information by brainstorming and then drawing similarities in pairs.</p> <p>LOOK: Chunk a visual into quadrants and then identify interesting elements.</p> <p><u>Summative Assessments</u></p> <p>Literary analysis essay</p> <p>Literary analysis paragraphs</p> <p>End-of-unit and chapter tests</p> <p>Portfolios</p> <p>Holley Portrait</p> <p>Blackout Poem</p> <p>Collage</p> <p>Group and individual presentations</p> <p>Diary entries</p> <p>Illustrations/drawings,</p> <p>Paintings</p> <p>Videos</p> <p>Podcasts</p>
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<https://www.africanamericanpoetry.org/robert-hayden>

[August Wilson - Plays, Fences & Quotes \(biography.com\)](#)

Electronic Resources:

[From the 60 Minutes archive: August Wilson - Bing video Fences | PBS LearningMedia](#)

<https://www.favoritepoem.org/poems/my-papas-waltz/>
<https://www.youtube.com/watch?v=XmJYs6PQKvc> Robert Hayden Reads Those Winter Sundays
<https://www.youtube.com/watch?v=aiZnt5ZL4Xk> POETRY EVERYWHERE: Those Winter Sundays
<https://www.poetryinamerica.org/episode/those-winter-sundays/>

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.

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.

<p>Plays: <u>A Raisin in the Sun</u> by Lorraine Hansberry <u>Fences</u> by August Wilson</p>	<p>Bring graphic organizers into the classroom to help students organize and understand their own learning process. Literature Circles</p> <p>Process Play audio recordings of stories Jigsaw Choice Board Learning Stations Hands on Activities</p> <p>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</p> <p>Learning Environment</p>	<p><u>Enrichment/Scaffolding</u></p> <p>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</p>
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	<p>Check in with students' emotional health using classroom journals, one-on-one talks, and behavior charts.</p> <p>Teach multicultural literature that represents the backgrounds of students in your class.</p> <p>Prominently list expectations and parameters for assignments on a classroom poster.</p>	
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Quarter 3 Theme: Inequality

New York State Standards	Examples of Learning Targets
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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)

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)

- **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

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)

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.

<p>Speaking and Listening Learning Standards:</p> <ul style="list-style-type: none"> •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. <p>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.</p> <p>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.</p>	<p>Speaking and Listening Learning Targets:</p> <p>I can participate in discussions that include complex topics or texts.</p> <p>I can use sources to support my points.</p> <p>I can evaluate a source to make informed decisions and solve problems.</p> <p>I can evaluate speakers and their reasoning/point of view.</p> <p>I can assess tone, point of view, reasoning, diction, tone etc.</p>
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Quarter 3: Inequality Suggested Literature	<ul style="list-style-type: none"> ➤ Literary Elements and Techniques ➤ Reading/Writing Strategies 	Assessments and Evaluation
<p>Poems: “A Work of Artifice,” by Marge Piercy</p>	<p>One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:</p> <ul style="list-style-type: none"> • Vocabulary development for reading and writing 	<p>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</p>

<p>“Dusting,” by Julia Alvarez</p> <p>“Kitchenette Building,” by Gwendolyn Brooks</p> <p>“Let America be America Again,” by Langston Hughes</p> <p>“Harlem,” by Langston Hughes</p> <p>“The United States of Anxiety,” by Marcus Amaker</p> <p>Short Stories: “<i>The Story of an Hour</i>” by Kate Chopin; “<i>Desiree’s Baby</i>” by Kate Chopin; “<i>The Yellow Wallpaper</i>” by Charlotte Perkins Gilman; “<i>April Showers</i>” by Edith Wharton; “<i>The Lesson</i>” by Toni Cade Bambara; “<i>Everyday Use</i>” by Alice Walker</p>	<ul style="list-style-type: none"> • 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 <p>Writing strategies to be taught and assessed:</p> <p>Literary analysis Sentence and paragraph structure</p>	<p>activities, whole class discussion, small group discussion among others.</p> <p>Summative Assessment: Students will write a thematic essay with their own original claim supported by evidence from at least 3 of the works read. They will make their own claim about how each work addresses inequality. In the essay students will:</p> <ul style="list-style-type: none"> • 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
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<p>Informational Texts: “Why I Wrote the Yellow Wallpaper”, Gilman</p> <p>“Had I Known” by Barbara Ehrenreich</p> <p>“Address to the First Women’s Rights Convention” by Elizabeth Cady Stanton</p> <p>“Atlanta Compromise” by Booker T. Washington</p> <p>Full Length Works: <u>A Doll’s House</u> by Henrik Ibsen</p>		
<p>Electronic Resources:</p> <p>Michelle Mehrrens: The historic women's suffrage march on Washington TED Talk (4:35)</p>	<p>Enrichment/Scaffolding</p> <p>Literary Analysis of a work of choice from this unit: Analyze how the writer uses literary elements and techniques to convey their message.</p>	

[Elizabeth Cady Stanton: Wife, Mother, Revolutionary Thinker - Bing video](#) (5:50)

[Seneca Falls Women's Rights Convention | Not for Ourselves Alone | PBS LearningMedia](#) (10:16)

[Booker T. Washington: Founder of Tuskegee University & Champion for Civil Rights | Biography - Bing video](#) (3:30)

[Booker T. Washington: An Education | The Rise and Fall of Jim Crow | PBS LearningMedia](#) (7:21)

[Booker T. Washington and W.E.B. Du Bois: The Conflict | PBS LearningMedia](#) (3:21)

[Atlanta Cotton Exposition \(Clip 3\) | Tell Them We Are Rising: The Story of Black Colleges and Universities | PBS LearningMedia](#) (5:53)

Literary Connections: Compare/Contrast how the theme of inequality was addressed in at least 3 works of choice from this unit.

Informational Text Connections: Compare/contrast message of women's rights and race relations relevant to the past and present. Analyze speech texts, connect to texts, present original analysis, and respond to modern era applications.

Personal Connections - My Own Inequality: Poem, Video, Artwork

Xello Instruction: Review Xello surveys and resources as students plan to meet with counselors and PS2 coordinators for course selection and prospective internship, volunteer opportunities, and other career programs.

Quarter 4 Theme: Research – Required final project for eleventh grade students.

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.

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 meaning 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.

Q4 Suggested Research Topics - Choose a research topic from one listed in the unit or of comparable educational relevance based on teacher selection. This is a required final project for all eleventh-grade students.	Research Skills	Assessments and Evaluation
Question and Answer Research Paper Important Person Research Paper	In Quarter 4 knowledge of the following will be reviewed and strengthened. 1. Students will write for inquiry, learning, critical thinking,	Assessment and Evaluation will demonstrate that the student can: <ul style="list-style-type: none"> • Choose a thoughtful research topic.

<p>College and Career Research Paper</p>	<p>communicating and engaging with the world.</p> <ol style="list-style-type: none"> 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 American Psychology Association (APA) formatting, citations, and References page. 	<ul style="list-style-type: none"> • 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 APA citations and References page. • Conference with teacher. • Incorporate peer editing. • Compose a quality piece of writing that incorporates all aspects of a proper APA research essay (Summative Assessment). • Formative assessments are marked throughout the research process.
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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.

[Purdue OWL® - Purdue OWL® - Purdue University](#)

[EasyBib®: Free Bibliography Generator - MLA, APA, Chicago citation styles](#)

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