

<ul> <li>Suggested Themes</li> <li>Identities and Origins</li> </ul>	Common Core Focus Standards	PA Eligible Content (Literature Keystone)	Objectives	Exemplars	Performance Task	Additional Resources	Tier 2 and 3 Vocabulary	Assessm
identities and origins	RL11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a	Students will analyze	The House on Mango Street by	After reading "Identites and Origins" theme	Native Americans	analysis	Formative
	explicitly as well as inferences drawn from the text, including determining where the text	text	themes in text, draw	Sandra Cisneros (Novel)	based texts, students will write an	www.modoctribe.net	complex account	Summativ
	leaves matters uncertain.	L.F.1.2.2 Identify how the meaning of a word is changed when an affi x is	conclusions based on	"The Earth on Turtle's Back" (Mvth)	informational essay that explains student		objective summary	(Benchma
	RL11-12.2. 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	added; identify the meaning of a word with an affix from a text L.F.1.2.3 Use context clues to determine or clarify the	findings, and connect findings to form personal	"The Earth on Turtle's Back" (Myth) al (non-negotiable)	identities and origins. Students will research and combine various accounts to provide a	www.discovernavajo.com	textual evidence inferences	Diagnosti applicabl
	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.	meaning of unfamiliar, multiple-meaning, or	connections	(non-negotiable)	complex analysis, including where the	www.onondoganation.org	supplemental	applicabl
	to produce a complex account; provide an objective summary or the text.	ambiguous words	connections.	"When Grizzlies Walked Upright"	accounts leave matters uncertain. The finished	www.cr.or.doga.ta.or.corg	feedback	Intentiona
	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says	L.F.1.2.4 Draw conclusions about connotations of	Students will formulate a		product will respond to ongoing feedback,	www.navajo-nsn.gov	inquiry	to allow fe
	explicitly as well as inferences drawn from the text, including determining where the text	words	definition of a subjective,	v	including new arguments or information.		synthesize	professio
	leaves matters uncertain.	1	abstract concept and use			Puritans	adapt	developm
	RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a	research to develop a	(Legend)	(e.g. Students should be informed of the task	www.puritandownloads.com	command	opportun
	course of the text, including how they interact and build on one another to provide a	LF.2.1.2 Cite evidence from a text to support generalizations	critical response.	"The Negro Speaks of Rivers" by	at the beginning of the unit since it is often difficult for them to locate all necessary	www.endtimeoilarim.ora	acquire comprehension	school er
	complex analysis; provide an objective summary of the text.	LF.2.1.2 Cite evidence from a text to support generalizations		Langston Hughes (Poetry)	information. Students will create a family tree	www.endtimepilgnm.org	comprehension	Intermed
	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or	L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate		cangatori ringrica (rocity)	writing assignment, pedigree chart, and visual	www.history.com		
	shared writing products in response to ongoing feedback, including new arguments or	theme in a variety of fiction:		"Huswifery" by Edward Taylor	writing assignment, pedigree chart, and visual representation of their personal identities and			
	information	the relationship between the theme and other components of a text		(Poetry)	origins. Students must first create a rough	www.genweb.org		
	W.11-12.7. Conduct short as well as more sustained research projects to answer a question	<ul> <li>comparing and contrasting how major themes are developed across</li> </ul>			draft of the written assignment. The final draft			
	(including a self-generated question) or solve a problem; narrow or broaden the inquiry when	genres		"To My Dear and Loving Husband"	must include suggested teacher and peer			
	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the	the reflection of traditional and contemporary issues, themes, motifs,		by Anne Bradstreet (Poetry)	revisions; it must also include information			
	subject under investigation.	universal characters, and genres • the way in which a work of literature is related to the themes and issues		(negotiable)	relating to the student's paternal and maternal histories and the significance of these histories			
		<ul> <li>the way in which a work of interature is related to the themes and issues of its</li> </ul>		"The Iroquois Constitution" Iroquois	on the student's identity (using information			
	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal	historical period		Tribe (Nonfiction) (Informational)	from primary and secondary sources). Keep			
	English when indicated or appropriate.				in mind that this performance task must also			
		L.N.2.1.2 Cite evidence from a text to support generalization		"A Journey Through Texas" by Alvar	ar include a visual component).			
	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases,	I N 2.3.5 Explain interpret compare describe analyze and/or evaluate		Nunez Cabeza de Vaca (Nonfiction)				
	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	tone, style, and/or mood in a variety of nonfiction:						
	obrase important to comprehension or expression	<ul> <li>the relationship between the tone, style, and/or mood and other</li> </ul>		*Boulders Taller Than the Great				
	prinale important to comprehension of copression.	components of a text		Tower of Seville" by Garcia Lopez				
1		how voice and choice of speaker (narrator) affect the mood, tone, and/or	1	de Cardenas (Nonfiction)	1		1	1
1		meaning of a text	1	1		1	1	1
1		<ul> <li>how diction, syntax, fi gurative language, sentence variety, etc.,</li> </ul>	1	"The Interesting Narrative of the Life	-	1	1	1
1		determine the author's style	1	of Olaudah Equiano" by Olaudah	1		1	1
		1		Equiano (Nonfiction) (non- negotiable)	1		1	1
		L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text	1	negouable)	1		1	1
		Liv. r. r. ruentity and/or analyze the author's intended purpose of a text	1	1		1	1	1
		L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant		"Journal of the First Voyage to				
		supporting details from a text.		America" by Christopher Columbus				
		Note: Items may target specifi c paragraphs.		(Nonfiction) (negotiable)				
		L.N.1.3.2 Summarize the key details and events of a nonfictional text, in		() (				
		part or as a whole		"The General History of Virginia" by				
		L.N.1.3.3 Analyze the interrelationships of ideas and events in text to		John Smith (Nonfiction)				
		determine how one idea or event may interact and influence another						
		1		"Of Plymouth Plantation" by William				
		1		Bradford (Nonfiction) (negotiable)				
		1		10 more in the line de star Arrest				
		1		"Sinners in the Hands of an Angry				
1		l .	1	God" by Jonathan Edwards (Nonfiction) (non-negotiable)		1	1	
		1		(Nonliction) (non-negotiable)				
		1		"Dust Tracks on a Road" by Zora				
		1		Neale Hurston (Nonfiction)				
		1		rveale Hurston (rvoninciion)				
1		l .	1	"Desiree's Baby" by Kate Chopin		1	1	1
Quandaries and Relationabi	ns RI 11-12.4. Determine the meaning of words and phrases as they are used in the text, including	1 E 2.2.1 Analyze how literary form relates to and/or influences meaning of	A Studente will determine	Huckleberry Finn by Mark Twain	After reading "Quandaries and Relationships"	Poetry	figurative meaning	Formati
quandaries and Relationshi	figurative and connotative meanings; analyze the impact of specific word choices on meaning and	s text	the meaning of words	(Nowel)	theme based texts, students will analyze	Postry http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcpr fixe=re&wcsuffix=9101	e connotative meaning	Summa
	tone, including words with multiple meanings or language that is particularly fresh.	LF.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of	and nhrases as they are	(140404)	multiple meanings of words in both poetry and	fixere8wcsuffixe9101	analyze	(Benchr
	engaging, or beautiful, (Include Shakespeare as well as other authors.)	personifi cation, simile, metaphor, hyperbole, satire, foreshadowing,	used in the text.	Our Town, by Thornton Wilder	fiction, including how authors use and refine		technical meaning	Diagnos
		flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a	including figurative and	(Drama)	the meaning of words over the course of a text.		revising	applica
	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including	text.	connotative meanings.		Students will examine dictionary definition, part	t "Our Town"	editing research	
	figurative, connotative, and technical meanings; analyze how an author uses and refines the	L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound		"The Lottery Letters" New Yorker	of speech, etymology, and standard usage in	http://www.pbs.org/wgbh/masterpiece/learningresources/bfc_ourtown.html		Intentio
	meaning of a key term or terms over the course of a text (e.g., how Madison defines	devices	Students will analyze	Magazine (Informational)	order to compare connotation and denotation.		reflection	to allow
	faction in Federalist No. 10).		figurative language and		Students will write a reflective response and		revision	profess
		L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a			present a poetry project which examines	"Because I Could Not Stop for Death"	reference matetial	develo
	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or	text. L.N.1.2.2 Identify how the meaning of a word is changed when an affi x is	and meaning of a work.	Faulkner (Short Story) (non- negotiable)	poetic devices and figurative language.	http://www.poetryfoundation.org/poem/177119		opport
	trying a new approach, focusing on addressing what is most significant for a specific purpose and	L.N.1.2.2 Identify how the meaning of a word is changed when an affi x is added; identify the meaning of a word with an affix from a text.		negotiable)	(e.g. Students will choose at least one fiction	www.vcu.edu/engweb/webtexts/hour/katebio.html		Interm
	audience. W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision)	L.N.1.2.3 Use context clues to determine or clarify the meaning of		"The Lottery" by Shirley Jackson	piece or one poem, for which they then			interm
	W.11-12.10. 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	unfamiliar, multiple-meaning, or ambiguous words.		(Short Story) (non-negotiable)	compose a written analysis that examines and			
	and shorter time trames (a single sitting or a day or two) for a range of tasks, purposes	L.N.1.2.4 Draw conclusions about connotations of words		(anon atory) (non-negonable)				
	PL 11 12 E. Make attrategic upon of digital modific (a.g., tentucial attrabulation visual and			"Story of an Hour" by Kate Chopin	compares the author's and the poet(s) use of language (i.e. word choice and word			
	SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, responding, and			"Story of an Hour" by Kate Chopin (Short Story)	language (i.e. word choice and word			
	interactive elements) in presentations to enhance understanding of findings, reasoning, and			(Short Story)	compares the author's and the poet(s) use of language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work			
	SL 11-12.5. 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.			(Short Story) "The Dinner Party" by Mona Gardner	language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work r modeling the chosen work, create critical			
	interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work r modeling the chosen work, create critical			
	Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases			(Short Story) "The Dinner Party" by Mona Gardner (Short Story)	language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work er modeling the chosen work, create critical reading questions pertaining to the work, incorporate literary devices and poetic			
	Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L11-124. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.o., the overall meanine of a sertence, cargorab, or thete; a word's position or a. Use context (e.o., the overall meanine of a sertence, cargorab, or thete; a word's position or and the other overall meanine of a sertence. cargorab, or thete; a word's position or sertence of the other overall meanine of a sertence of the other overall of the other overall benefits and the other overall benefits on the other overall benefits and other overall benefits and the other overall b			(Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following	language (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work modeling the chosen work, create critical reading questions pertaining to the work, incorporate literary devices and poetic techniques and explain how they are used in			
	Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L1:1-12:4. Determine or clarity the meaning of unknown and multiple-meaning unota and phrases based on gradee 11-12: reasking and context, choosing fluids (from n range of interagile, a. Use context (e.g., the overall meaning of a serience, paragraph, or tag, a word's position or function in a serience) as a due to the meaning of a word on phrase.			(Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following poetsDickinson. Frost. Plath.	Ianguage (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work ir modeling the chosen work, create critical reading questions pertaining to the work, incorporate literary devices and poetic techniques and explain how they are used in the work. The final project must also include a			
	Interactive elements) in presentations to erhance understanding of lindings, reasoning, and evidence and to add interest. LL11-L2. Determine or clarity the meaning of unknown and multiple-meaning works and phrases based on gradee 11-L2 reading and context, choicing flexibly from a range of attractions. a. Use context (e.g., the overall meaning of a sentence, paragraph, of the X, aword's position or b. Setting and context (e.g., the overall meaning of a sentence, paragraph, of the X, aword's position or b. Setting and context (e.g., the overall meaning of a sentence, paragraph, of the X, aword's position or b. Setting and context (e.g., the overall meaning of a sentence, paragraph, of the X, aword's position or b. Setting and context), use patients of word characes that indiced effecter meanings or parts of the context of the sentence of the			(Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following poetsDickinson, Frost, Plath, Whitman, Londellow, Homes.	Iarguage (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work in modeling the chosen work, create critical incorporate literary devices and poetic techniques and explain how they are used in the work. The final project must also include a creative element such as a powerpoint or			
	Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L11-124. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-42 reading and context, choosing flexibly from a range of strategies. Interfain is a termine or clarify the meaning of a word or phrase. butch on its attencies) as a clare to the meaning of a word or phrase. butch on its attencies) as a clare to the meaning of a word or phrase.			(Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following poetsDickinson, Frost, Plath, Whitman, Londellow, Homes.	language (i.e. word choice and word meanings, both connolative and denotative). Students will also compose an original work modeling the chosen work, create ciricial reading questions pertaining to the work, incorporate literary devices and poetic techniques and explain how they are used in the work. The final project must also include a creative element such as a powerpoint or visual as well as dramatic interpretation of			
	Interactive elements) in presentations to erhance understanding of lindings, reasoning, and evidence and to add interest. LL1-L2. Determine or clarity the meaning of unknown and multiple-meaning works and phrases based on grades 1-L12-reashing and current, choosing floatify from a range of artifactions. a. Use contest (e.g., the overall meaning of a sentence, paragraph, or text, a work's position or function in a sentence) as a due to the meaning of a work or phrase. b. Identify and correctly use patients of word changes that indicate different meanings or parts of specify (e.g., concervise), concervised to a concervised bit.			(Short Story) "The Dinner Party" by Mona Gardner (Short Story) Various Poems by the following poetsDickinson, Frost, Plath, Whitman, Longfellow, Holmes, Pound, Cummings, H. D., Eliot, Williams, Cullen, Rich, and others	Iarguage (i.e. word choice and word meanings, both connotative and denotative). Students will also compose an original work in modeling the chosen work, create critical incorporate literary devices and poetic techniques and explain how they are used in the work. The final project must also include a creative element such as a powerpoint or			
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		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).	character in a variety of fi ction: Note: Character may also be called narrator or speaker.	and revise a piece of narrative writing that	Fitzgerald (Novel) (non-negotiable)	based texts, students will write a two page minimum, MLA format essay that analyzes	http://learning.blogs.nytimes.com/2008/02/20the-gift-of-gatsby/	evaluate narrative	Summative (Benchmark and/or
		RL11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live	<ul> <li>the actions, motives, dialogue, emotions/feelings, traits, and</li> </ul>	uses a story to explain a	A Raisin in the Sun by Lorraine	characters and events from text to identify how	http://www.huffenglish.com/gatsby/gatsbyhunt.html	sensory language	Diagnostic if
		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	relationships between characters within fi ctional text	concept or solve a	Hansberry (Drama)	an author builds toward a particular tone and outcome. Students must then apply this	http://www.penguinreaders.com/pdf/downloads/pr/activity-	task conventions	applicable)
		source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<ul> <li>the relationship between characters and other components of a text</li> </ul>	problem.	A Streetcar Named Desire by	knowledge when writing an original narrative.	http://www.penguinreaders.com/pdl/downloads/pr/activity- worksheets/9781405879910.pdf	perspective	Intentionally vague
			<ul> <li>the development of complex characters and their roles and functions</li> </ul>	Students will analyze,	Tennessee Williams (Drama)			synthesize	to allow for
		RL11-12.3. 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.	within a text	compare, and critique authors' and directors'	"I Have a Dream" by Martin Luther	(e.g. After reading The Great Gatsby, the students could write their two page written	http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcpre		professional development
		RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media	L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate	multiple interpretations	King (Nonfiction) (non-negotiable)	analysis on the ways in which the author uses			opportunities for
		or formats (e.g., visually, quantitatively) as well as in words in order to address a question	setting in a variety of fiction: • the relationship between setting and	regarding setting, plot, tone, and character	*Fall of the House of Usher* by Poe	setting, plot, tone, and characterization in the	"A Raisin in the Sun" http://us.penguingroup.com/static/pdf/teachersguides/raisinsun.pdf		school entities and Intermediate Unit
		or solve a problem.	<ul> <li>the relationship between setting and other components of a text (character,</li> </ul>	development and the	"Fall of the House of Usher" by Poe (Short Story)	novel. After writing the written analysis, the students could then create a narrative that	http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream#sect-activities		Intermediate Unit
		W.11-12.3. Write narratives to develop real or imagined experiences or events using effective	plot, and other key literary elements)	interactions between	(chore chory)	examines a student-generated question such			
		technique well-chosen details, and well-structured event sequences	L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:	these elements.		as "Can Money Buy Happiness?" or "The American Dream : Dream or Reality?". In this	Additional Websites www.poedecoder.com		
		a. Engage and orient the reader by setting out a problem, situation, or observation and its	Note: Plot may also be called action			narrative, students could address what	www.poedecoder.com		
		significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters: create a smooth progression of experiences or events.	· elements of the plot (e.g., exposition, conflict, rising action, climax, falling	4		happens to at least one of the characters post-	www.nationalgeographic.com		
		b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot	action, and/or resolution)  • the relationship between elements of the plot and other components of a			novel, while at the same time addressing the student's viewpoint concerning the student			
		lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a	text			generated question).			
		coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery,	<ul> <li>how the author structures plot to advance the action</li> </ul>						
		suspense, growth, or resolution).							
		d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the environment events setting and/or characters.	LN.1.1.2 Explain, describe, and/or analyze examples of a text that support	t					
		e. Provide a conclusion that follows from and reflects on what is experienced, observed, or	the author's intended purpose.						
		resolved over the course of the narrative.	L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept						
		W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively: assess the strengths and limitations of each source in terms	L.N.1.1.4 Explain how an author's use of key words or phrases in text						
		of the task, purpose, and audience; integrate information into the text selectively to maintain the	informs and infl uences the reader	1					1
		flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		1					1
			plot in a variety of nonfiction:	1					1
		SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,	Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling			1			
		in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expression their own clearly and nersuasively	action, and/or resolution)	1		1			
		building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly	<ul> <li>the relationship between elements of the plot and other components of a text.</li> </ul>	1					1
		draw on that preparation by referring to evidence from texts and other research on the topic or	<ul> <li>how the author structures plot to advance the action</li> </ul>	1					1
		issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear	LN.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze						
		coals and deadlines, and establish individual roles as needed.	the sequence of steps in a list of direction	1					1
		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.	L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts						
		d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence	I N 2.4.1 Identify analyze, and evaluate the structure						
		made on all sides of an issue; resolve contradictions when possible; and determine what	and format of complex informational text						
		additional information or research is required to deepen the investigation or complete the							
		Lask.							
		L11-12.1. Demonstrate command of the conventions of standard English grammar and usage							
		when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time,							
		and is sometimes contested.							
		b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-							
		Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.							
3 weeks	Courage and Resourcefulness	RL11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or	L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate	Students will examine an	I Know Why the Caged Bird Sings	After reading "Courage and Resourcefulness"	The Thoreau Reader		
		is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		outbor's use of Eteropy	hu Moun Annolou (Nounl)			point of View	Formative
			point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of	author's use of literary	by Maya Angelou (Novel)	theme based texts, students will choose a	http://thoreau.eserver.org/	rhetoric	Summative
			the point of view of the narrator as first person or third person point of view	author's use of literary devices such as satire, sarcasm, irony, and	by Maya Angelou (Novel) Walden, by Henry David Thoreau	theme based texts, students will choose a character and/or author from the text and evaluate this person's heroic qualities and	Gettysburg		Summative (Benchmark and/or Diagnostic if
		RI.11-12.6. 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.		author's use of literary devices such as satire, sarcasm, irony, and understatement in order	by Maya Angelou (Novel)	theme based texts, students will choose a character and/or author from the text and evaluate this person's heroic qualities and actions. Students will then write a clear and		rhetoric analysis	Summative (Benchmark and/or
		RI.11-12.6. 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 of the text.	the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole LF.2.4.1 Interpret and analyze works from a variety of genres for literary.	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Nonliction) *The Gettysburg Address* by	theme based texts, students will choose a character and/or author from the text and evaluate this person's heroic qualities and actions. Students will then write a clear and coherent persuasive essay which reflects an understanding of the author's point of view.	Gettysburg	rhetoric analysis	Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague
		particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	the point of view of the narrator as first person or third person point of view     the impact of point of view on the meaning of a text as a whole	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Nonfiction) "The Gettysburg Address" by Abraham Lincoln (Nonfiction) (non-	theme based texts, students will choose a character and/or author from the text and evaluate this person's heroic qualities and actions. Students will then write a clear and coherent persuasive essay which reflects an understanding of the author's point of view, retetoric, syntax, and shife to achieve a specific	Gethyburg www.gethybug.com www.chilingar.org	rhetoric analysis	Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for
		particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. W.11-124. Produce clear and coherent writing in which the development, organization, and style are accororate to task, our poses, and audience. (Frade-specific expectations for writing hows are	The part of view of the narrator as first person or third person point of view     the impact of point of view on the meaning of a text as a whole     LF 2.4.1 Interpret and analyze works from a variety of genres for literary,     historical, and/or cultural significance	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an	by Maya Angelou (Novel) Walker, by Henry David Thoreau (Nonfiction) "The Gettysburg Address" by Abraham Lincoln (Nonfiction) (non- negotiable)	theme based texts, students will choose a character and/or author from the text and evaluate this person's herici cqualities and actions. Students will then write a clear and coherent persuavive essay which reflects an understanding of the author's point of view, rhetoric, syntax, and style to achieve a specific purpose.	Centralization com anna generationa com anna collara con Karonshy	rhetoric analysis	Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development
		particularly effective, milying how style and content contribute to the power, persuasiveness or beauty of the text. W11124. 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 15-3 above).	The part of view of the narrator as first person or third person point of view     The impact of point of view on the meaning of a text as a whole LF 2.4.1 Interpret and analyze works from a variety of genres for literary. Nationaica, and/or cultural significance LN 2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an author's use of rhetoric	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Norfiction) "The Gettysburg Address" by Abraham Lincoln (Nonfiction) (non- negotiable) "A Confederate Account of the Battle	Iheme based tests, students will choose a character and/or suthor from the text and evaluate this person's heroic qualifies and actions. Students will hen write a clear and coherent persuasive essay which reflects an understanding of the suthor's point of view, rhetoric, syntax, and she's o achieve a specific purpose.	Gethysburg www.gethysbug.com www.chultear.org	rhetoric analysis	Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for
		particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. W.11-124. Produce clear and coherent writing in which the development, organization, and style are accororate to task, our poses, and audience. (Frade-specific expectations for writing hows are	<ul> <li>The part of view of the markets as first person or third person point of view</li> <li>The impact of point of view on the meaning of a ledt as a whole</li> <li>LF2.3.1 Integret and analyze works from a variety of genres for literary, Instorcal, and/or cultural significance</li> <li>LN2.3.6 Explain, integret, compan, describe, analyze, and/or evaluate oriel of view in a view of confidence</li> </ul>	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Nonfiction) "The Gettysburg Address" by Abraham Lincdin (Nonfiction) (non- negotiable) "A Confederate Account of the Battle Gettysburg by Randoloh McKim	Iheme based tests, students will choose a character and/or author from the test and evaluate this person's hercic qualities and actions. Students will then write a clear and coherent persuasive essay which reflects an understanding of the author's point of view, rhetoric, syntax, and skyle to achieve a specific purpose.	Gentratura wawagentahasa com wawaschikasa cog Konnaky wawa Rikitany cog	rhetoric analysis	Summative (Benchmark and/or Diagnosic if applicable) Intentionally vague to allow for professional development opportunities for school entities and
		particularly effective, uniquing how sight and content contribute to the power, persualiveness of basily of the text. W1 11-12 A Produce clear and cheerent willing in which the development, organization, and sight examples the signal provide the signal clear and signal clear and signal effective of the signal clear and signal clear and signal clear and signal signal clear and signal clear and signal clear and signal clear and signal with 11-12. Draw advice how in tileny or informational tests to support analysis, reflection, and W1 11-12. Draw advice how in tileny or informational tests to support analysis, reflection, and	<ul> <li>The part of view of the markets as first person or third person point of view</li> <li>The impact of point of view on the meaning of a test as a whole</li> <li>E.7.2.1 Istagree advance works from a variety of genrees for literary, testorical, and/or cultural significance</li> <li>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of randition;</li> </ul>	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an author's use of rhetoric	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Nonfiction) "The Gettysburg Address" by Abraham Lincoln (Nonfiction) (non- negotiable) "A Confiderative Account of the Battlle of Gettysburg" by Randolph McKim (Nonfiction) (Informational)	theme based tests, students will choose a character and/or autom from the test and evaluate this person's heroic qualities and actions. Students will then write a clear and coherent persuasive essay which reflects an undenstanding of the author's point of view, rhetoic, syntax, and shelt to activere a specific purpose. (e.g. Students will write a subgryf or éther subgry should tell a story to gain attention. The subgry budd tell a story to gain attention.	Gettestum www.getokola.com wow.childear.com Konnaky www.lhildeary.com www.lhildeary.com	rhetoric analysis	Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for
		particularly effective, subjective bow style and content contribute to the power, percussiveness or basily of the exit. 19.11-12.4. A troubce clear and chartert withing in which the development, organizations, and style are appropriate to takin, purpose, and advance. (Grade-specific expectations for writing types are defined in standards 1-3 above). 19.11-12.9. Trave whiches from litterary or informational tests to support analysis, infectiona, and massaching padde 11-12 Reading standards to literature (e.g., "temportable to workedge of advancement and environment-and environment county foundational developed in the advancement of the standards of advancement of the standard standards of advancement instance.	The part of view of the narratic as that person or third person point of view     The impact of point of view on the meaning of a lead as whole     Ex2.4.1 Heterpart and analyze works free on a variety of genres for literary,     Hadrocal, and/or cultural significance     LH 22.46 Explain, interpret, compare, describe, analyze, and/or evaluate     point of view on the narration as that     The point of view of the narration as that     The impact of point of view on the	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an author's use of rhetoric	by Maya Angelou (Novel) Walden, by Henry David Thoreau (Nonfiction) "The Gettyaburg Address" by Abraham Lincoln (Nonfiction) (non- negolabile) "A Confederate Account of the Battle of Gettyaburg" by Randolph McKim (Nonfiction) (Informational) "An Account of the Battle of Bull	theme based tests, students will choose a character and/or autom the tox and evaluate this person's hercic qualities and coherent persuasive easay which telfects an interiorit, styleter will here with a coherent persua- tient tests and the state of the state purpose. (e.g. Students will write a eulogy for either automic region of the analysis and the evaluation of the state of the state and the state of the state of the state of the of the person's contribution to the	Gentratura wawagentahasa com wawaschikasa cog Konnaky wawa Rikitany cog	rhetoric analysis	Summative (Benchmark and/or Diagnosic if applicable) Intentionally vague to allow for professional development opportunities for school entities and
		particularly effective, majoring how style and content contribute to the power, persualiveness or beauty of the exit. W.1.1124. Produce clear and coherert writing in which the development, organization, and style are appropriate to table, purpose, and audience. (Grade-specific expectations for writing types are different standards - 1-dowe). A poly produce 11-12 Resating standards to literature (ag Demonstrate knowledge of a poly produce 11-12 Resating standards to literature (ag Demonstrate knowledge of	<ul> <li>The part of view of the markets as first person or third person point of view</li> <li>The impact of point of view on the meaning of a test as a whole</li> <li>E.7.2.1 Istagree advance works from a variety of genrees for literary, testorical, and/or cultural significance</li> <li>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of randition;</li> </ul>	author's use of literary devices such as satire, sarcasm, irony, and understatement in order to analyze an author's point of view and/or purpose. Students will analyze an author's use of rhetoric	by Maya Angelou (Novei) Waklen, by Henry David Thoresu (Nornfiction) The Gettyaburg Address' by Anraham Lincoin (Nornfiction) (non- negotable) 'A Confederate Account of the Battle of Gettyaburg' Pandolph McKim (Nornfiction) (Informational) 'An Account of the Battle of Bull Run'n by Stonewall Jackson	Iteme based texts, students will choose a character and/or author from the text and evaluate this person's hercic qualities and character and/or subtor for the students of chorteer pressures easily which reflects an understanding of the author's point of view. Textoric, syntax, and skyle to achieve a specific pubpole. (e.g. Students will write a eukloy for either John F. Kennedy or Abraham Lincoln. The adoby shuld list a barly to gain attention, establish connection and pubpole, and list the world. One of these contributions must be one	Getteburg www.achtobug.com waw.achtobug.com www.litikray.org www.litikray.org www.litikray.org.polite-in-courage Lancoh	rhetoric analysis	Summative (Benchmark and/or Diagnosic if applicable) Intentionally vague to allow for professional development opportunities for school entities and
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3 weeks	Freedom and Independence	RL11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from	L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended	Students will read and analyze how two or more texts from the same time	Black Boy by Richard Wright (Novel)	After reading "Freedom and Indepedence" theme based texts, students will write a three page minimum, MLA format informational	"Declaration of Independence" by Thomas Jefferson http://myloc.gov/Education/OnlineActivities/Pages/onlineactivites/Declaration/default.html.	scaffolding rhetorical features	Formative Summative
		the same period treat similar themes or topics.	purpose I F 2 1 1 Make inferences and/or draw conclusions	texts from the same time period treat similar	"The Declaration of Independence"	page minimum, MLA format informational essay that examines personal freedom and the	"Common Sense" by Thomas Paine	analysis concrete details	(Benchmark and/or Diagnostic if
		RL11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scalfolding as needed at	based on analysis of a text	themes or topics.	by Thomas Jefferson (Nonfiction)	ways in which this concept is presented in two	http://edsitement.neh.gov/lesson-plan/common-sense-rhetoric-popular-democracy	syntax	applicable)
		the high end of the range.	L.F.2.2.1 Analyze how literary form relates to and/or	Students will write	(non-negotiable)	or more texts from the same time period. The research must address the ways in which the	"Bill of Rights"	cohesion metaphor	Intentionally vague
		RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S.	infl uences meaning of a text	informative/explanatory	"Speech in the Virginia Convention"	authors' various techniques (syntax, meatphor,	http://billofrightsinstitute.org/resources/	simile	to allow for
		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	L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections	texts that present the most significant details of	by Patrick Henry (Nonfiction)	simile, and analogy) contribute to create a unified whole.	http://www.archives.gov/exhibits/charters/bill_of_rights.html	analogy objective tone	professional development
		Address) for their themes, purposes, and rhetorical features.	between texts. L.F.2.2.4 Compare and evaluate the characteristics	a topic in order to create a unified whole.	"The Crisis" by Thomas Paine (Nonfiction)	(e.g. The following performance task will be	http://www.aclumich.org/sites/default/files/file/Publications/billofrights.pdf	analysis reflection	opportunities for school entities and
		RL11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scalfolding as needed at the high end of the range.	that distinguish narrative, poetry, and	a unined wride.		written by hand and done in class. MLA format		research	Intermediate Unit
		W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts,	drama. 1 E 2.5.3 Identify and analyze how stage directions		"My Bondage and My Freedom" by Frederick Douglass (Nonfiction)	will still be used and students will be given the entries for each document as they would		rhetoric tone	
		W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of	monologue, dialogue, soliloquy, and dialect		"Autobiography"Poor Richard's	appear on the works cited page. Students will	http://www.pbs.org/civilwar/classroom/lesson_appomattox.html		
		content.	support dramatic script		"Autobiography/"Poor Richard's Almanac" by Benjamin Franklin	also use internal citations. The following prompt should be answered: Explain whether	http://americancivilwar.com/appo.html		
		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.,	I E 1.3.1 Identify and/or explain stated or implied		(Nonfiction) (negotiable)	or not Lincoln's Second Inagural Address	www.historychannel.com		
		headings), graphics (e.g., ligures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts.	main ideas and relevant supporting details		"Lincoln's Second Inaugural	supports the Declaration of Independence. Cite evidence from each text.).			
		b) Develop the topic thoroughly by selecting the most significant and relevant tacts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	from a text. Note: Items may target specific paragraphs.		Address" by Abraham Lincoln (Nonfiction) (non-negotiable)		www.discoverychannel.com		
		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	L.F.1.3.2 Summarize the key details and events of a fictional text. in part		(Nonincion) (normegosable)		http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcpre		
		cohesion, and clarify the relationships among complex ideas and concepts.	or as a whole 1 E 2 2 2 Compare and evaluate the characteristics that distinguish fiction				fix-ere&wcsuffix=9101		
		d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	from literary				www.teach-nology.com/web_tools/materials/timelines		
		<ul> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	nonfiction L.F.2.3.5 Explain, interpret, compare, describe,						
		conventions or the discipline in which they are writing. 1. 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).	analyze, and/or evaluate tone, style, and/or mood in a variety of fi ction:						
		explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.9. Draw evidence from literary or informational texts to support analysis. reflection, and	<ul> <li>the relationship between the tone, style,</li> </ul>						
		research.	and/or mood and other components of a text						
		a. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of	<ul> <li>how voice and choice of speaker</li> </ul>						
		reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. texts, including the application of constitutional principles and texts, including the application of texts, including the a	(narrator) affect the mood, tone, and/or meaning of a text						
		premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	<ul> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul>						
		SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,	sentence vallety, etc., determine the author's style						
		assessing the stance, premises, links among ideas, word choice, points of emphasis, and	I N 2.5.1 Differentiate between fact and oninion						
		tone used.	L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and oninions in a text						
		L 11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in	the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential						
		word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the	information	1					
		text.							
		<li>b. Analyze nuances in the meaning of words with similar denotations.</li>	L.N.2.4.4 Make connections between a text and the content of graphics and charts.						
			LN.2.4.5 Analyze and evaluate how graphics and						
			charts clarity, simplify, and organize complex informational text						
			comprex informational text						
1 1									
3 weeks	Justice and Deliberation	RL11-12.5. Analyze how an author's choices concerning how to structure <b>specific parts of a text</b>	LF.1.1.1 Identify and/or analyze the author's	Students will draw	Of Mice and Men by John Steinbeck	After reading text from the "Justice and	The Crucible	Author structure	
3 weeks	Justice and Deliberation	RL11125 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or and a story, the choice to provide a comedic or tragic resolution) contribute to its overall survivue and mensiona as well as its assistic	intended purpose of a text	conclusions concerning	(Novel) (non-negotiable)	Deliberation" theme, students will write a	T <u>he Chuidhé</u> http://www.weberglishtescher.com/msb/kspoe/poe.com	Exposition	
3 weeks	Justice and Deliberation	(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.	intended purpose of a text LF.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of	conclusions concerning the author's structure of the text and the ways in	(Novel) (non-negotiable) The Crucible by Arthur Miller	Deliberation* theme, students will write a formal argumentative research paper based on a student-generated essential question that	The Countries May (News weberglishteacher.com/mab.lespoei)pie.com www.xistionalgeographic.com	Exposition Analysis Substantive	
3 weeks	Justice and Deliberation	(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. RL11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or	intended purpose of a text L.F.1.1.3 Analyze, interpret, and evaluate how	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear.	(Novel) (non-negotiable)	Deliberation" theme, students will write a formal argumentative research paper based on a student-generated essential question that cites claims, counterclaims, reasons, and avidence. During the process students will	http://www.webenglishteacher.com/msb/eapoe/poe.com	Exposition Analysis Substantive Sequence Claim	
3 weeks	Justice and Deliberation	(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.	interded purpose of a text LF-1.13 Analyse, interpret, and evaluate how authors use techniques and elements of ficcin to effectively communicate an idea or concept. N 2.3.4 Evaluar interpret compare describe	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and	(Novel) (non-negotiable) The Crucible by Arthur Miller	Deliberation" theme, students will write a formal argumentative research paper based on a student-generated essential question that cites claims, counterclaims, reasons, and avidence. During the process students will	http://www.webenglishteacher.com/msb/espoe/poe.com www.nations/geographic.com www.salemwitchmuseum.org	Exposition Analysis Substantive Sequence Claim Counterclaim	
3 weeks	Justice and Deliberation	(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 attracture and meaning as well is it as estimate RI11-122. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure make points clear, convincing, and engaging. W11-121. Whe sequences to support cleans in an analysis of substartive topics or tests, using	intende purpose of a text IE-11.3. Analysis, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept LNL2.34 Explain, interpret, compare, describe, analyse, and/or evaluate theme in a variety	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging.	(Novel) (non-negotiable) The Crucible by Arthur Miller	Deliberation' theme, students will write a formal argumentative research paper based on a student-generated essential question that cites claims, counterclaims, reasons, and evidence. During the process, students will construct and revise a two page minimum essay using MLA format, citing evidence from construct and a minimum of one outside.	Nig:Jiwww.webengliathaes/er.com/msb/aspoe/poe.com www.adamalgeographic.com www.adamalfamalawaam.org www.ademalfamalawaam.org	Exposition Analysis Substantive Sequence Claim Counterclaim Value Bias	
3 weeks	Justice and Deliberation	(e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragget resolution) contribute to its avorall structure and maning as well is its assetties for the explosition or argument, including whether the structure makes points clear, convincing, and engaging. W11-12.1. What segments to apport claims is an analysis of substantive topics or tests, using will revenue and event and software indexes.	Intendia purpose of a test LE-11.3 Aviagi, an interpret, and evaluate how authors use techniques and elements of authors use techniques and elements of concept LE-22.4 Epidan, interpret, compare, describe, analyze, and/or evaluate theme in a variety of technical.	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging. Students will write arguments that develop	(Novel) (non-negotiable) The Crucible by Arthur Miller	Deliberation' theme, students will write a formal argumentative research paper based on a student-generated essential question that cites claims, counterclaims, reasons, and evidence. During the process, students will construct and revise a two page minimum essay using MLA format, citing evidence from	http://www.webenglisitescher.com/mabilespoeipoe.com www.rationalgeographic.com www.sateimwithmuseum.org www.reeyonicc.com www.coldwar.org/_isenatorjosephmccarthy	Exposition Analysis Substantive Sequence Claim Counterclaim Value Bias Syntax Cothesion	
3 weeks	Justice and Deliberation	(e.g., the choice of where to begin or end a story, the choice to provide a connelic or traget resolution) contribute to its avorall structure and maning as well is its assetties the evolution of the structure and maning as well is its assetties the her coposition or argument, including whether the structure makes points clear, convincing, and engine. W 11-12.1. What segments to apport claims is an analysis of substantive topics or tests, using valid maximum particular evolution. If the structure makes points clear, a hirodoxe precise, theoreticable claim(s), establish the significance of the claim(s), a hirodoxe precise, theoreticable claim(s), establish the significance of the claim(s).	Intendio purpose of a test LT-1.1.5 Angue, and evolution to be that the second second second second second faction to effectively communicate an idea or competit L+2.2.4 Explain, interpret, compane, describe, anguyae, and/or evaluate theme in a valety of nonfliction: the competence of a test test company of a test.	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging. Students will write arguments that develop claims and	(Novel) (non-negotiable) The Crucible by Arthur Miller	Deliberation' theme, students will write a formal argumertaive research paper based on a student-generated essential question that clies claims, counterclaims, reasons, and evidence. During the process, students will construct and revies a two page minimum essay using MLA format, cling evidence from perivola texts, a minimum of one outside source, and the "Justice and Deliberation' theme.	http://www.webengliaitescher.com/mabilespoeipoe.com www.stainatgeographic.com www.stainatgeographic.com www.stainata.com/ www.cotikwar.com/ www.cotikwar.com/_isenatariosephracarity QI Mae and Mae	Expedition Analysis Substantive Sequence Claim Counterclaim Value Bias Syntax Cohesion Objective tone	
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3 weeks .	Justice and Deliberation	(e.g., the choice of where to begin or end a story, the choice to provide a comedic or traging resolution) combines to is a vorall attracture and meaning as well is it to assistent impact. R11+12.2. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure make points clear, convincing, and engaging. W11+122. With exponents to support claims in an analysis of substartive topics or tests, using valid reasoning and relevant and sufficient evidence. In binduce process, the convertigence of the structure are comparison to the structure process of the structure and evidence. Develop daming and converteging the claim, reasons, and evidence. In Develop daming and converteging the structure of the major stratement indicates to each while pointing out the strength and evidence. Using and the complexity, applying the most relevant evidence to each while pointing out the strength and evidence. Using and the complexity of the strength and the renging stratement full that claims colleging and the strength and evidence claims (s) and reasons, between majors and advance, and between claim(s) and reasons, between majors and advances and between claim(s) and reasons when the major strength and the classes claims and between claims (s) and reasons, between majors and advances and between claims (s) and reasons the test majors and store the structure of the store that the response to the store of the store that the complex store of the store that the complex store of the store that the store that the response to the store that the complex store of the store th	Intendia purpose of a test LE-11.3 Avaging: Interpret, and evaluate how LE-13.5 Avaging: Interpret, and evaluate faction to effectively communicate an idea or concept LH2.2.4 Explain: Interpret, compare, describe, avagings, and/or evaluate theme in a variately of nonficion: The relationship between the theme and date components of a test - varianting and contraining a primis - the relation of traditional and contemporary issues, hemem, molits, universial durateries, and general tests to the themes and issues of its	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging. Students will write arguments that develop claims and	(Novel) (non-negotiable) The Crucible by Arthur Miller	Delberation' theme, students will write a formal argumentative research pager based on an argumentative research pager based on the student student student student widence. During the process, students will construct and revise a two pager minimum easy using MA. Studies and based students will construct and revise a two pager minimum students. The student students will construct and revise a two pager minimum students. The student students will be student and students and based trading. The Cruzible, students could ask throatwork source the following question: much or therein students could ask throatwork source the following question: much or therein students could ask throatwork source the following question: much or therein students and the students of and a he commit crimes against humanity? Once the students presented question in segments the gaper that presents the argument for gain or incorrects, as well as the	http://www.webenglisitescher.com/mab.lespoeipoe.com www.rationalgeographic.com www.rationalgeographic.com www.satelimenitati-trusteeum.org www.reevjoites.com www.coldwar.org/sensites/seephiniccarithy CM Mice and Men www.historyplace.com/writestateschange/	Expedition Analysis Substantive Sequence Claim Counterclaim Value Bias Syntax Cohesion Objective tone	
3 weeks	Justice and Deliberation	(e.g., the choice of where to begin or end a story, the choice to provide a consellio or tragic resolution) contributes to its avoral structure and meaning as well is its assisted to establish the structure of the structure makes points clear, convincing, and engains. If 11-12. X this assignment to support dama is an analysis of substantive topics of tests, using valid reasoning and relevant and sufficient evidence. In throadure precises, and sufficient evidence, a throadure precises, and sufficient evidence, a throadure precises, and sufficient evidence. In throadure precises, and sufficient evidence, a throadure precises, classify, convoltantions, stabilish the significance of the claim(s), disrignation the claim(s) (rem alternate or opposing claims, and create an organization that longically sequences is claim), convoltantions, stabilish the significance of the claim(s), disrignation the claim(s), classificant the significance of the claim(s), disrignation the claim(s), convoltantions, classificant the significance of the claim(s), disrignation that advantises is availed by stars to lish the major sections of the create creates, and claims is availed by varies of syntax to lish the major sections of the create creates, and claims is availed by availes to lish the major sections of the sections of the society of the structure and sections of the end of stabilish and marinan is formal sple and clackers to the valid attending to the norms and conventions of the description is which they are write).	Intendia purpose of a test LE-11.3 Avaging: Interpret, and evaluate how LE-13.5 Avaging: Interpret, and evaluate faction to effectively communicate an idea or concept LH2.2.4 Explain: Interpret, compare, describe, avagings, and/or evaluate theme in a variately of nonficion: The relationship between the theme and date components of a test - varianting and contraining a primis - the relation of traditional and contemporary issues, hemem, molits, universial durateries, and general tests to the themes and issues of its	conclusions concerning the author's structure of the text and the ways in which this structure makes points clear, convincing, and engaging. Students will write arguments that develop claims and	(Novel) (non-negotiable) The Crucible by Arthur Miller	Delberation' theme, students will write a formal argumentation ensation, bages based on the commentation of the students will be released to the students and the students will construct and revise a two page minimum or denome. During the process, students will construct and revise a two page minimum envirous texts, a minimum of one outside source, and the "Justice and Delberation" theme. I can de the comment construct and then or after reading The Crucicle, students could ask themeselves one of the following questions: "Stude a lay influences against humanity". Once the student-generated question is method, students construct and then compose an instand, students will then compose an instand, students will then compose an	http://www.webenglisitescher.com/mab.lespoeipoe.com www.rationalgeographic.com www.rationalgeographic.com www.satelimenitati-trusteeum.org www.reevjoites.com www.coldwar.org/sensites/seephiniccarithy CM Mice and Men www.historyplace.com/writestateschange/	Expedition Analysis Substantive Sequence Claim Counterclaim Value Bias Syntax Cohesion Objective tone	
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