

The following CCSSs are embedded throughout the trimester, present in all units applicable:

RL.11-12.10 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 scaffolding as needed at the high end of the range.

RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Trimester A

Unit	CCSS	Learning Targets	Resources	Assessment
Intro to Rhetoric Focus Question: <i>What is Rhetoric? How does the relationship among the writer, the subject, and the audience affect a text's meaning?</i>	<p>RL.11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL. 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, understatement)</p> <p>RI.11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain</p>	<p>R.L. 11-12.1 <i>I can</i> define textual evidence <i>I can</i> read closely and find answers explicitly in text and answers that require an inference <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions <i>I can</i> determine places in the text that leave matters uncertain</p> <p>RL.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect <i>I can</i> analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</p> <p>RL.11-12.6 <i>I can</i> identify an author's point of view in a text <i>I can</i> determine when an author is requiring the reader to make an inference as to what is really meant <i>I can</i> recognize when authors use literary techniques to shape the content and style of a text</p> <p>RI.11-12.1 <i>I can</i> define textual evidence <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion <i>I can</i> read closely and find answers explicitly in text and answers that require an inference <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential</p>	<p>"Sister Bernadette's Barking Dog" by Kitty Burns Florey</p> <p>"Road Warrior" by Dave Barry</p> <p>"Superman and Me" by Sherman Alexie</p> <p>"The Pursuit of Just Getting By" by Amy Widener</p> <p>George W. Bush "9-11" Speech</p> <p>Lou Gehrig "Farewell Speech"</p> <p>Mark Twain's Criticism of James Fenimore Cooper</p> <p>"The Moon Under Water" by George Orwell</p>	<p>Journal</p> <p>SOAPS SOAPStone D.I.D.L.S.</p> <p>Aristotelian Triad Poster—logos, ethos, pathos</p> <p>Written Analysis</p> <p>Class Discussion</p> <p>Vocabulary/Glossary</p>

	<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>RI.11-12.3 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</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, or engaging.</p> <p>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.</p>	<p>questions <i>I can</i> determine places in the text that leave matters uncertain</p> <p>RI.11-12.2 <i>I can</i> define central idea <i>I can</i> determine two or more central ideas of a text <i>I can</i> determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning <i>I can</i> analyze how central ideas develop over the course of a text <i>I can</i> compose an objective summary stating the key points of a text</p> <p>RI.11-12.3 <i>I can</i> determine a complex set of ideas or sequence of events conveyed in a text <i>I can</i> analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p> <p>RI.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p>RI.11-12.5 <i>I can</i> determine how an author chose to structure his/her exposition or argument <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. <i>I can</i> determine if an author's structure is effective in making his/her points clear, convincing, and engaging <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 <i>I can</i> define point of view as how the author feels about the situation/topic of a text <i>I can</i> determine an author's point of view and explain his/her purpose for writing the text <i>I can</i> define rhetoric <i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose</p>		
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Unit	CCSS	Learning Targets	Resources	Assessment
<p><i>The Catcher in the Rye</i> by J.D. Salinger</p> <p>Focus Question: <i>How has the plight of the American teenager changed since the 1950s?</i></p> <p><i>Is Salinger's novel still relevant to teens today?</i></p>	<p>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RL 11-12.2 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 to produce a complex account; provide an objective summary of the text.</p> <p>RL 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL. 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>RL 11-12.5 Analyze how an author's choices concerning how to structure</p>	<p>RL 11-12.1 <i>I can</i> define textual evidence <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion <i>I can</i> read closely and find answers explicitly in text and answers that require an inference <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions <i>I can</i> determine places in the text that leave matters uncertain</p> <p>RL 11-12.2 <i>I can</i> define theme <i>I can</i> analyze plot to determine two or more themes <i>I can</i> determine how multiple themes work together to produce a complex piece of literature <i>I can</i> define summary <i>I can</i> compose an objective summary stating the key points of the text</p> <p>RL 11-12.3 <i>I can</i> identify elements of a story or drama <i>I can</i> analyze how elements of a story or drama are developed and/or interrelated <i>I can</i> analyze the impact of an author's choices in presenting elements of a story or drama</p> <p>RL.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect <i>I can</i> analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</p> <p>RL 11-12.5 <i>I can</i> determine how an author chose</p>	<p><i>The Catcher in the Rye</i> by J.D. Salinger</p> <p>"The Pursuit of Just Getting By" by Amy Widener</p> <p>"Me Talk Pretty One Day" by David Sedaris</p> <p>"Comin' Thro the Rye" by Robert Burns</p>	<p>Formative: Reading Quiz Class Discussion Journal Plot Map CLOZE Reading Reader's Log Opinionaire Study Questions Character Map Vocabulary</p> <p>Summative: Unit Test</p>

	<p>specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, understatement)</p> <p>RI.11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain</p> <p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>RI.11-12.3 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</p>	<p>to structure specific parts of a text</p> <p>I can analyze specific parts of text and explain how the individual parts fit into the overall structure</p> <p>I can analyze how an author's choice of structuring specific parts of a text affects the overall meaning</p> <p>I can analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact</p> <p>RL.11-12.6</p> <p>I can identify an author's point of view in a text</p> <p>I can determine when an author is requiring the reader to make an inference as to what is really meant</p> <p>I can recognize when authors use literary techniques to shape the content and style of a text</p> <p>RI.11-12.1</p> <p>I can define textual evidence</p> <p>I can define inference and explain how to use evidence from the text to reach a logical conclusion</p> <p>I can read closely and find answers explicitly in text and answers that require an inference</p> <p>I can analyze an author's words and find pieces of textual evidence to support explicit and inferential questions</p> <p>I can determine places in the text that leave matters uncertain</p> <p>RI.11-12.2</p> <p>I can define central idea</p> <p>I can determine two or more central ideas of a text</p> <p>I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning</p> <p>I can analyze how central ideas develop over the course of a text</p> <p>I can compose an objective summary stating the key points of a text</p> <p>RI.11-12.3</p> <p>I can determine a complex set of ideas or sequence of events conveyed in a text</p> <p>I can analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p>		
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	<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, or engaging.</p> <p>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.</p>	<p>RI.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p>RI.11-12.5 <i>I can</i> determine how an author chose to structure his/her exposition or argument <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. <i>I can</i> determine if an author's structure is effective in making his/her points clear, convincing, and engaging <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 <i>I can</i> define point of view as how the author feels about the situation/topic of a text <i>I can</i> determine an author's point of view and explain his/her purpose for writing the text <i>I can</i> define rhetoric <i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose <i>I can</i> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
Unit	CCSS	Learning Targets	Resources	Assessment
Narrative Essay	<p>W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent</p>	<p>W 11-12.3 <i>I can</i> engage the reader by introducing one or more point(s) of view, the narrator, characters, setting, and a problem, situation, or observation and its significance <i>I can</i> use narrative techniques to develop experiences, events, and/or characters <i>I can</i> use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters <i>I can</i> sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events <i>I can</i> create a coherent whole and build toward a particular tone and</p>	<i>A Writer's Reference</i> by Diana Hacker	<p>Pre-Writing Exercises</p> <p>Rough Draft</p> <p>Peer Revision</p> <p>Editing/ Proof-reading</p> <p>Final Draft</p> <p><i>Grammar Sheets:</i> Sentence Fragment Run-on Sentence Verb Tense Point of View Comma Usage Colon/Semicolon</p>

	<p>whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>W 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>outcome using a variety of techniques</p> <p>I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure</p> <p>W 11-12.4 I can identify the writing style that best fits my task, purpose, and audience I can use organizational/formatting structures (graphic organizers) to develop my writing ideas I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style</p> <p>W 11-12.5 I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary I can prepare multiple drafts using revisions and edits to develop and strengthen my writing I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach</p> <p>W 11-12.6 I can identify technology that will help me produce, publish, and update my individual or shared writing products I can determine the most efficient technology medium to complete my writing task I can respond to ongoing feedback and/or new arguments for information to produce, publish, and update my writing projects</p>		
Unit	CCSS	Learning Targets	Resources	Assessment
<p><i>1984</i> by George Orwell</p> <p>Focus Question: <i>To what extent should government be allowed to intervene in human</i></p>	<p>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p>	<p>RL 11-12.1 I can define textual evidence I can define inference and explain how to use evidence from the text to reach a logical conclusion I can read closely and find answers explicitly in text and answers that require an inference I can analyze an author’s words and find pieces of textual evidence to support explicit and inferential questions I can determine places in the text that</p>	<p><i>1984</i> by George Orwell</p> <p>“The Company Man” by Ellen Goodman</p> <p>“On Shooting an Elephant” by George Orwell</p>	<p>Formative: Reading Quiz Class Discussion Journal Plot Map Group Ch. Mural Study Questions Literature Circle CLOZE Reading Reader’s Log Character Map Six-Word Memoir Vocabulary</p>

<p><i>affairs?</i></p> <p><i>What dangers are inherent in the rule of totalitarian regimes?</i></p>	<p>RL 11-12.2 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 to produce a complex account; provide an objective summary of the text.</p> <p>RL 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL. 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>RL 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, understatement)</p>	<p>leave matters uncertain</p> <p>RL 11-12.2 <i>I can</i> define theme <i>I can</i> analyze plot to determine two or more themes <i>I can</i> determine how multiple themes work together to produce a complex piece of literature <i>I can</i> define summary <i>I can</i> compose an objective summary stating the key points of the text</p> <p>RL 11-12.3 <i>I can</i> identify elements of a story or drama <i>I can</i> analyze how elements of a story or drama are developed and/or interrelated <i>I can</i> analyze the impact of an author's choices in presenting elements of a story or drama</p> <p>RL.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect <i>I can</i> analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text</p> <p>RL 11-12.5 <i>I can</i> determine how an author chose to structure specific parts of a text <i>I can</i> analyze specific parts of text and explain how the individual parts fit into the overall structure <i>I can</i> analyze how an author's choice of structuring specific parts of a text affects the overall meaning <i>I can</i> analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact</p> <p>RL.11-12.6 <i>I can</i> identify an author's point of view in a text <i>I can</i> determine when an author is requiring the reader to make an inference as to what is really meant <i>I can</i> recognize when authors use literary techniques to shape the content and style of a text</p>	<p>Summative: Unit Test</p>
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	<p>RI.11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain</p> <p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>RI.11-12.3 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</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, or engaging.</p>	<p>RI.11-12.1 <i>I can</i> define textual evidence <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion <i>I can</i> read closely and find answers explicitly in text and answers that require an inference <i>I can</i> analyze an author's words and find pieces of textual evidence to support explicit and inferential questions <i>I can</i> determine places in the text that leave matters uncertain</p> <p>RI.11-12.2 <i>I can</i> define central idea <i>I can</i> determine two or more central ideas of a text <i>I can</i> determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning <i>I can</i> analyze how central ideas develop over the course of a text <i>I can</i> compose an objective summary stating the key points of a text</p> <p>RI.11-12.3 <i>I can</i> determine a complex set of ideas or sequence of events conveyed in a text <i>I can</i> analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p> <p>RI.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p>RI.11-12.5 <i>I can</i> determine how an author chose to structure his/her exposition or argument <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. <i>I can</i> determine if an author's</p>		
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	<p>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.</p>	<p>structure is effective in making his/her points clear, convincing, and engaging <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 <i>I can</i> define point of view as how the author feels about the situation/topic of a text <i>I can</i> determine an author's point of view and explain his/her purpose for writing the text <i>I can</i> define rhetoric <i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose <i>I can</i> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
Unit	CCSS	Learning Targets	Resources	Assessment
Literary Analysis Essay	<p>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 content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>W 11-12.2 <i>I can</i> choose a topic and identify and select the most significant and relevant information to develop and share with my audience <i>I can</i> define common organizational/formatting structures and determine the structure(s) that will allow me to organize my complex ideas so that each new element builds on what precedes it <i>I can</i> analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as a metaphor, simile, and analogy, and organize information into broader categories using my chose structure(s) <i>I can</i> present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax, and a concluding statement/section that supports the information presented</p>	<p><i>5 Steps to a Five</i> (McGraw Hill)</p> <p><i>A Writer's Reference</i> (Diana Hacker)</p> <p><i>Cracking the AP English Language and Composition Exam</i> (Princeton Review)</p>	<p>Pre-Writing Exercise</p> <p>R.A.P.S. R. Reading A. Annotation P. Planning S. Scoring</p> <p>Drafting</p> <p>Peer Revision</p> <p>Editing/Revision</p> <p>Final Draft Essay</p> <p><i>Grammar Sheets:</i> Comma Usage Apostrophe Agreement S-V Agreement P-A Modifier Placement</p>

	<p>W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>W 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>W 11-12.4 <i>I can</i> identify the writing style that best fits my task, purpose, and audience <i>I can</i> use organizational/formatting structures (graphic organizers) to develop my writing ideas <i>I can</i> compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style</p> <p>W 11-12.5 <i>I can</i> edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. <i>I can</i> analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary <i>I can</i> prepare multiple drafts using revisions and edits to develop and strengthen my writing <i>I can</i> recognize when revising, editing, and rewriting are not enough, and I need to try a new approach</p> <p>W 11-12.6 <i>I can</i> identify technology that will help me produce, publish, and update my individual or shared writing products <i>I can</i> determine the most efficient technology medium to complete my writing task <i>I can</i> respond to ongoing feedback and/or new arguments for information to produce, publish, and update my writing projects</p>		
Unit	CCSS	Learning Targets	Resources	Assessments
<p><i>Into Thin Air</i> by Jon Krakauer</p> <p>Focus Question:</p> <p><i>To what extent does hubris or human pride factor into the disaster on May 10, 1996?</i></p> <p><i>How, if at all, does Krakauer’s writing reveal an element of bias?</i></p>	<p>RI.11-12.1 Cite strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain</p> <p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p>	<p>RI.11-12.1 <i>I can</i> define textual evidence <i>I can</i> define inference and explain how to use evidence from the text to reach a logical conclusion <i>I can</i> read closely and find answers explicitly in text and answers that require an inference <i>I can</i> analyze an author’s words and find pieces of textual evidence to support explicit and inferential questions <i>I can</i> determine places in the text that leave matters uncertain</p> <p>RI.11-12.2 <i>I can</i> define central idea <i>I can</i> determine two or more central ideas of a text <i>I can</i> determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning <i>I can</i> analyze how central ideas</p>	<p><i>Into Thin Air</i> by Jon Krakauer</p> <p>Selected Non-fiction Essays</p>	<p>Formative: Reading Quiz Class Discussion Journal Setting Map Found Poem Study Questions TWEETS Literature Circle CLOZE Reading Reader’s Log Character Map Vocabulary</p> <p>Summative: Unit Test</p>

	<p>RI.11-12.3 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</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, or engaging.</p> <p>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.</p>	<p>develop over the course of a text <i>I can</i> compose an objective summary stating the key points of a text</p> <p>RI.11-12.3 <i>I can</i> determine a complex set of ideas or sequence of events conveyed in a text <i>I can</i> analyze how specific individuals, ideas, and/or events interact and develop within a complex set of ideas or sequence of events</p> <p>RI.11-12.4 <i>I can</i> define and identify various forms of figurative language <i>I can</i> distinguish between literal and figurative language <i>I can</i> recognize the difference between denotative meanings and connotative meanings <i>I can</i> recognize words that have technical meaning and understand their purpose in a specific text <i>I can</i> analyze how a key term or terms are used and refined over the course of a text</p> <p>RI.11-12.5 <i>I can</i> determine how an author chose to structure his/her exposition or argument <i>I can</i> analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. <i>I can</i> determine if an author's structure is effective in making his/her points clear, convincing, and engaging <i>I can</i> evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 <i>I can</i> define point of view as how the author feels about the situation/topic of a text <i>I can</i> determine an author's point of view and explain his/her purpose for writing the text <i>I can</i> define rhetoric <i>I can</i> identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose <i>I can</i> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
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