

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 B

Unit	CCSS	Learning Targets	Resources	Assessments
<p><i>The Things They Carried</i> by Tim O'Brien</p> <p>Focus Question: <i>Was the U.S. justified in its participation in the Vietnam Conflict?</i></p> <p><i>What effect does combat have on soldiers who return from war?</i></p> <p><i>To what extent is factual accuracy important in the art of story-telling?</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 11-12.1 <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><i>The Things They Carried</i> by Tim O'Brien</p> <p>Selected non-fiction essays</p>	<p>Formative: Reading Quiz Class Discussion Journal Plot Map CLOZE Reading Reader's Log Glogster.com Poster Dialectical Journal Study Questions Character Map Vocabulary</p> <p>Summative: Unit Test</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>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>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>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</p>		
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	<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><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</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>effective. I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging I can evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 I can define point of view as how the author feels about the situation/topic of a text I can determine an author's point of view and explain his/her purpose for writing the text I can define rhetoric I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose I can 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
<i>Expository Essay</i>	<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</p>	<p>W 11-12.2 I can choose a topic and identify and select the most significant and relevant information to develop and share with my audience I can 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 can 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 can 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>A Writer's Reference (Diana Hacker)</p> <p><i>50 Essays: A Portable Anthology</i> 3rd Ed. (Cohen)</p>	<p>Pre-Writing Exercises</p> <p>Rough Draft</p> <p>Peer Revision</p> <p>Editing/ Proof-reading</p> <p>Final Draft</p>

	<p>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 11-12.4 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>		
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Unit	CCSS	Learning Targets	Resources	Assessment
<p><i>The Jungle</i> by Upton Sinclair</p> <p>Focus Question:</p> <p><i>How did Sinclair's writing affect public policy?</i></p> <p><i>How far should a journalist be allowed to go in pursuit of a story?</i></p> <p><i>How can bias be detected in a work of fiction?</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 11-12.1 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 leave matters uncertain</p> <p>RL 11-12.2 I can define theme I can analyze plot to determine two or more themes I can determine how multiple themes work together to produce a complex piece of literature I can define summary I can compose an objective summary stating the key points of the text</p> <p>RL 11-12.3 I can identify elements of a story or drama I can analyze how elements of a story or drama are developed and/or interrelated I can analyze the impact of an author's choices in presenting elements of a story or drama</p> <p>RL.11-12.4 I can define and identify various forms of figurative language I can distinguish between literal and figurative language I can recognize the difference between denotative meanings and connotative meanings I can 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</p>	<p><i>The Jungle</i> by Upton Sinclair</p> <p><i>50 Essays: A Portable Anthology</i> 3rd Ed. (Cohen)</p> <p>Selected non-fiction essays</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>Summative: Unit Test</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>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</p>	<p><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>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</p>		
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	<p>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>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 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> <p>RI.11-12.4 I can define and identify various forms of figurative language</p> <p>I can distinguish between literal and figurative language</p> <p>I can recognize the difference between denotative meanings and connotative meanings</p> <p>I can recognize words that have technical meaning and understand their purpose in a specific text</p> <p>I can analyze how a key term or terms are used and refined over the course of a text</p> <p>RI.11-12.5 I can determine how an author chose to structure his/her exposition or argument</p> <p>I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.</p> <p>I can determine if an author's structure is effective in making his/her points clear, convincing, and engaging</p> <p>I can evaluate how an author's choice of structure impacts his/her audience</p> <p>RI.11-12.6 I can define point of view as how the author feels about the situation/topic of a text</p> <p>I can determine an author's point of view and explain</p>		
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		<p>his/her purpose for writing the text</p> <p>I can define rhetoric</p> <p>I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose</p> <p>I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text</p>		
Unit	CCSS	Learning Target	Resources	Assessment
Argumentative Research Paper MLA	<p>W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counter claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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 11-12.1</p> <p>I can analyze influential topics or texts to determine an argument that causes or has caused debate in society</p> <p>I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claims</p> <p>I can identify alternate or opposing claims that counter my argument</p> <p>I can organize claims, counterclaims, reasons, and evidence into a logical sequence</p> <p>I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both</p> <p>I can present my argument in a formal style and objective tone</p> <p>I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax</p> <p>I can provide a concluding statement/section that supports my argument</p> <p>W 11-12.4</p> <p>I can identify the writing style that best fits my task, purpose, and audience</p> <p>I can use organizational/formatting structures (graphic organizers) to develop my</p>	<p>A Writer's Reference (Diana Hacker)</p> <p>Online Writing Lab Purdue University https://owl.english.purdue.edu/</p> <p>Knight Cite Calvin College http://www.calvin.edu/library/knightcite/</p>	<p>Pre-Writing Exercises</p> <p>Rough Draft</p> <p>Peer Revision</p> <p>Editing/Proofreading</p> <p>Final Draft</p> <p>Preliminary Outline</p> <p>Tentative Thesis</p> <p>Formal Proposal</p> <p>Formal Outline</p> <p>Working Bibliography</p> <p>MLA Worksheet</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 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>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> <p>W 11-12.7 I can define research and distinguish how research differs from other types of writing I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined I can choose several sources and synthesize information to answer my research inquiry I can determine if I need to narrow or broaden my inquiry based on the information gathered I can create a research paper/project to demonstrate understanding of the subject under investigation</p>		
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	<p>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 of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p>W 11-12.8 <i>I can</i> determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written <i>I can</i> assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source <i>I can</i> use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research <i>I can</i> define plagiarism <i>I can</i> avoid plagiarism by paraphrasing and/or summarizing my research findings <i>I can</i> determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas <i>I can</i> follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing</p>		
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