

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

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions.

L.11-12.3: Apply knowledge of language to understand how it functions in different contexts.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words & phrases.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain and domain-specific words and phrases.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Independent Reading Unit</p> <p><i>What value is there in reading?</i></p> <p><i>How can I find books to read that both interest and challenge me?</i></p>	<p><b>RL11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL11-12.2</b> 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><b>RL11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where story is set, how action is ordered, how characters are introduced and developed).</p>	<p><b>RL11-12.1</b> 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.</p> <p><b>RL11-12.2</b> 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><b>RL11-12.3</b> 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</p>	<p>Students select their own reading material for the trimester. They are challenged to read at least six books per twelve week trimester.</p> <p>Students use the site <a href="http://www.goodreads.com">www.goodreads.com</a> to review books, search for new books, and respond in a group forum to questions about their books.</p> <p>Students are introduced to a wide range of reading materials through daily book talks by the teacher and/or other students.</p>	<p><b>Formative:</b> In class reading time</p> <p>One-on-one student/teacher conferences</p> <p>Daily reading log</p> <p>35 word review</p> <p>Visual tone analysis</p> <p><b>Summative:</b> Final exam reflection questions</p> <p>Reading ladder project</p>

	<p><b>RL11-12.4</b> 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.(Include Shakespeare as well as other authors.)</p> <p><b>RL11-12.5</b> 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>analyze the impact of an author’s choices in presenting elements of a story or drama</p> <p><b>RL11-12.4</b> 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. I can 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><b>RL11-12.5</b> I can determine how an author chose to structure specific parts of a text. I can analyze specific parts of text and explain how the individual parts fit into the overall structure. I can analyze how an</p>		
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	<p><b>RL11-12.10</b> <i>By the end of grade 12</i>, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band <b><i>independently and proficiently</i></b>.</p> <p><b>W11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>author’s choice of structuring specific parts of a text affects the overall meaning. I can analyze how an author’s choice of structuring specific parts of a text creates an aesthetic impact.</p> <p><b>RL11-12.10</b> I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts. I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.</p> <p><b>W11-12.9</b> I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>		
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	<b>W11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.	<b>W11-12.10</b> I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.		
<b>Unit/ Essential Question</b>	<b>CCSS</b>	<b>Learning Target</b>	<b>Resources/ Mentor Texts</b>	<b>Assessment</b>
<p>Reading Workshop</p> <p><i>How can reading help me to understand the world around me?</i></p> <p><i>How can I use reading to learn about a subject and form an educated opinion on it?</i></p>	<p><b>RI 11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p><b>RI 11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they build on one another to</p>	<p><b>RI 11-12.1</b> I can identify 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><b>RI 11-12.2</b> I can define central idea. I can determine two or more central ideas of a text. I can</p>	<p>A variety of informational pieces from authors such as Mitch Albom and Leonard Pitts</p> <p><i>Hate Mail From Cheerleaders</i> by Rick Reilly</p> <p><i>The Composition of Everyday Life</i></p> <p>Current articles from various news sources</p>	<p><b>Formative:</b></p> <p>Article of the Week</p> <p>Written responses to mentor texts</p> <p>Online style comparison studies</p> <p>Class discussion</p> <p>Group/partner discussion</p> <p><b>Summative:</b></p> <p>Final Exam</p>

	<p>provide a complex analysis; provide an objective summary of the text.</p> <p><b>RI 11-12.3</b> 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><b>RI 11-12.4</b> 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 (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. I can analyze how central ideas develop over the course of a text. I can compose an objective summary stating the key points of a text.</p> <p><b>RI 11-12.3</b> I can determine a complex set of ideas or sequence of events conveyed in a text. 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><b>RI 11-12.4</b> I can 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 recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how a</p>		
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	<p><b>RI 11-12.5</b> 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, and engaging.</p> <p><b>RI 11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>key term or terms are used and refined over the course of a text.</p> <p><b>RI 11-12.5</b> I can determine how an author chose to structure his/her exposition or argument. I can analyze the structure of an author's exposition or argument and evaluate whether the structure is 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><b>RI 11-12.7</b> I can identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem. I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem. I can integrate effective information I have</p>		
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	<p><b>RI 11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>W11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>gathered to answer a question or solve a problem.</p> <p><b>RI 11-12.10</b> I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.</p> <p><b>W11-12.4</b> 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><b>W11-12.9</b> I can define textual evidence. I can determine textual evidenced that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or</p>		
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	<p><b>W11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>research.</p> <p><b>W11-12.10</b> I can determine a writing format/style to fit my task, purpose, and/or audience. I can recognize that different writing tasks require varied time frames to complete. I can write for a variety of reasons.</p>		
<b>Unit/ Essential Question</b>	<b>CCSS</b>	<b>Learning Target</b>	<b>Resources/ Mentor Texts</b>	<b>Assessment</b>
<p><b>Editorial Writing</b></p> <p><i>How can I effectively share my opinion? How can I acknowledge and refute opposing opinions?</i></p>	<p><b>W11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p> <p><b>W11-12.1.A</b> Introduce precise, knowledgeable claim(s), establish the significance of claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims(s), counterclaims, reasons, and evidence.</p> <p><b>W11-12.1.D</b> 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><b>W11-12.E</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W11-12.1</b> I can analyze influential topics or texts to determine an argument that causes or has caused debate in society. I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claims. I can identify alternate or opposing claims that counter my argument. I can organize claims, counterclaims, reasons, and evidence into a logical sequence. 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</p>	<p><i>New York Times</i> editorial section</p> <p>Various current editorials used as mentor texts</p> <p><i>Modern Language Association Handbook</i></p>	<p><b>Formative:</b> Class discussions</p> <p>Responses to mentor texts</p> <p>Individual online analysis of editorials</p> <p>Rough draft</p> <p>Peer editing workshop</p> <p><b>Summative:</b> Editorial Essay</p>

	<p><b>W11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p>	<p>strengths and limitations of both. I can present my argument in a formal style and objective tone. I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. I can provide a concluding statement/section that supports my argument.</p> <p><b>W11-12.4</b> 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><b>W11-12.5</b> I can use prewriting strategies to formulated ideas. I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies with the help of</p>		
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	<p><b>W11-12.6</b> 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><b>W11-12.7</b> Conduct short as well as more sustained research projects to answer a</p>	<p>others. 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><b>W11-12.6</b> 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><b>W11-12.7</b> I can define research and distinguish</p>		
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	<p>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><b>W11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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> <p><b>W11-12.9</b> I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>		
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p><b>Annotated Bibliography</b></p> <p><i>Why Should I Care? Why Should Others Care?</i></p>	<p><b>W11-12.2</b> 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><b>W11-12.2.A</b> 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; including formatting (e.g., headlines), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W11-12.2.B</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><b>W11-12.2.C</b> 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><b>W11-12.2.D</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>W11-12.2.E</b> Establish and maintain a</p>	<p><b>W11-12.2</b> 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 information, identify domain-specific vocabulary for my topic, incorporate techniques such as a metaphor, simile, and analogy, and organize information into broader categories than my chosen 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</p>	<p>Purdue Online Writing Lab (OWL)</p> <p>Indiana University Purdue University Online Writing Lab</p> <p><i>Modern Language Association Handbook</i></p> <p>Sample annotated bibliographies</p>	<p><b>Formative:</b> Writing group discussions</p> <p>Video find &amp; share</p> <p>Peer editing workshop</p> <p><b>Summative:</b> Annotated Bibliography</p> <p>Personal reflection</p>

	<p>formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W11-12.2.F</b> 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><b>W11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p>	<p>statement/section that supports the information presented.</p> <p><b>W11-12.4</b> 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><b>W11-12.5</b> I can use prewriting strategies to formulated ideas. I can recognize that a well-developed piece of writing requires more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze</p>		
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	<p><b>W11-12.6</b> 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><b>W11-12.7</b> 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</p>	<p>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><b>W11-12.6</b> 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><b>W11-12.7</b> 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</p>		
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	<p>subject under investigation.</p> <p><b>W11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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> <p><b>W11-12.9</b> I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p>		
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