**<u>Unit 1</u>**: We the People **Stage 1: Desired Results Standards & Indicators:** Language Domain L.KL.11–12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Reading Domain** RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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). RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3.Analyze the impact of an

author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing

scientific or technical advancements.

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama. EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.1112.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text. EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

W.WP.11–12.4. Writing.Writing Process.11-12.4.Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

W.RW.11–12.7. Writing.Range of Writing.9-10.4. 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W11-12.2.f Provide a closing or concluding statement.

EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

# Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Integration of Climate Change:

**RI.CT.11–12.8.** Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

	Career Readiness	, Life Literacies and Key	Skills
Standard	Performance	Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to creative skills and ideas (d		With a growth mindset, failure is an important part of success.
and after reading to c	strategies before, during,	Why is change both goo	tory influence American Literature?

• Use writing to clearly communicate ideas,	How does having writing as part of my daily routine strengthen my
incorporating technology when appropriate.	writing?
• Writing is developed by independent,	Why is it important to use correct punctuation?
purposeful and engaged writing for extended	How does professional writing differ from personal writing?
and short periods of time for a variety of tasks,	Why does organized writing cause the writer to appear more
purposes and audiences.	competent and able to express himself?
<ul> <li>Listening skills are critical for learning and</li> </ul>	
communicating.	Reading:
<ul> <li>Visual materials enhance understanding.</li> </ul>	Why is it important to use background knowledge while reading?
• visual materials elimance understanding.	Is everything you read on the internet true?
	How can you tell fact from fiction?
	How does identifying the main idea help me as a reader gain meaning
	from the text?
	How do I figure out a word I do not know?
	How does literature relate to my life?
	Why is it important to read/watch news reports?
	What is propaganda?
	Listening and Speaking:
	How do you listen?
	How can technology help us communicate with others?
	Why is it important to speak effectively?
	What are different ways I can express my ideas and opinions?
	How can listening and speaking skills be used to improve
	relationships? When is it
	appropriate to ask questions?
Content:	Skills(Objectives):
Featured Genres	★ Define vocabulary words using context.
Fiction	<ul> <li>A cquire and apply academic vocabulary correctly.</li> </ul>
Poetry	<ul> <li>★ Identify characters</li> </ul>
Drama	<ul> <li>★ Identify onalderens</li> <li>★ Identify how a character's decisions advance plot</li> </ul>
Nonfiction	★ Use dictionaries to confirm and clarify meaning, and use
	context to check the inferred meaning of a word.
Key Reading Skills	★ Complete a close reading
Character	$\star$ Pre-write, plan, and produce clear and coherent writing in
Tone	response to a prompt.
Author's Purpose and Author's Point of	$\star$ Perform an initial reading of a text and demonstrate
View/background	comprehension by answering short analysis questions.
Central or Main Idea	$\star$ Use context clues to determine the meanings of words.
Media/technology	★ Apply academic vocabulary correctly.
	★ Identify the central or main idea.
Key Writing Skills	★ Apply knowledge of media in exploring a subject.
Supporting Details	
Paragraphs and Transitions Interdisciplinary Connections:	
Interdisciplinary Connections:	

Students will apply knowledge of reading and writing strategies across all content areas.

Performance Task(s):	Other	Evidence:
<ul> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessments q</li> <li>★ electronic assessments q</li> <li>★ Quizzez assessments</li> </ul>		Writing Assignments Skill Assignments Journal writing activities
	Stage 3: Lea	C
Learning Opportunities/Strateg	<u>gies:</u> <u>Resou</u>	rces:
★ Daily journal writing with prompts		ing and Listening Handbook
★ Write basic sentences us punctuation.	ing capitalization and Low-1	evel, high interest readers and modified texts assessments such as electronic assessments, Quizziz,
★ Write a paragraph with a concluding sentence.	in introduction and Brainp	oop, and edpuzzle. I prompts- written and visual
<ul> <li>★ Self-assess and assess per</li> <li>★ Retell, reenact, dramatize parts of stories</li> </ul>	eers' writing. <u>Educat</u> e, or draw stories or <u>Edhelr</u>	tion.com ber.com evel, high interest readers, such as EdCon Publishing books and
<ul> <li>★ Make a timetable telling from a reading</li> </ul>	sequence of events audio. Nonfic	ction low level readers, such as Time Magazine Nonfiction
★ Make a chart comparing	various characters reader	
<ul> <li>★ Identify and compile a li from texts read. Using the or illustrate the word after meaning.</li> </ul>	ne list they will define er researching the pro-Ec	grade level text and novels as per student's IEP, such as Uncle Cabin ied texts and novels as per student's IEP. d PCI Essential Sight Words Leveled books and comprehension ce sheets and note cards.
★ Begin, maintain, and end peer for 2 to 5 minutes u comments and questions	sing on topic <u>GLSE</u>	N Educator Resources
<ul> <li>★ Use the think-pair-share questions and communic</li> </ul>	method to answer Respect	lucators: Supporting LGBTQIA Youth Resource List ct Ability: Fighting Stigmas, Advancing tunities
<ul> <li>★ Using resources to define (dictionary.com, dictionary.com, dictionary.com)</li> </ul>	e vocabulary	
★ Learning to learn: Stud skills at the beginning of needed throughout the da practice using various stu and writing.	f each unit and as ay. Students will	
★ Repeat and Practice: Se lessons as needed. Stude reading sight words and the lessons.	ents will practice basic skills throughout	
★ Visuals and Graphic O will use graphic organize organize materials.		
★ Connections and backs Students will use prior k new material to what the Students will make conn material to their lives.	nowledge to connect ey already know.	

★ Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames.

#### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level	Struggling Students	Special Needs/ELL
Ingli-Activity Students	Students	struggning students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning;	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates. IEP Modifications: Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing. Utilize the peer buddy system in cooperative learning. Set short term goals to improve student

Set short term goals to	success.
improve student	Vary presentation of lessons: demonstrate,
success.	verbal, written, audio/visual learning aids.
Vary presentation of	Use various techniques and materials to
lessons: demonstrate,	teach a lesson, based on the student's
verbal, written,	functioning level.
audio/visual learning	Give immediate feedback.
aids.	Provide correctly completed examples.
Use various techniques	Provide assistance in note taking by
and materials to teach a	providing note taking templates and study
lesson, based on the	guides.
student's functioning	Provide frequent reviews of current
level.	concepts and information taught.
Give immediate	Highlight major points of a lesson.
feedback.	Break assignments into smaller tasks.
Provide correctly	Discuss the purpose of each assignment.
completed examples.	Use drill and repetition.
Provide assistance in	Relate abstract thinking to students' prior
note taking by providing	knowledge.
note taking templates	Specify material required in notes.
and study guides.	Review and explain vocabulary before
Provide frequent	reading.
reviews of current	Provide assistance for comprehension of
concepts and	reading assignments.
information taught.	Frequently check for understanding.
Highlight major points	Provide direct instruction in editing
of the lesson.	techniques
Break assignments into	Re-teach and review requisite skills
smaller tasks.	before introducing a new skill or concept.
Discuss the purpose of	Provide pre-reading strategies to assist
each assignment.	with comprehension.
Use drill and repetition.	Encourage students to ask questions to
Relate abstract thinking	help with understanding material.
-	Precede written work within oral
to students' prior knowledge.	discussion to assist with organization,
e	•
Specify material	planning and prompt ideas.
required in notes.	Provide frequent opportunities to read
Review and explain	both orally and silently at independent
vocabulary before	and instructional levels.
reading.	
Provide assistance for	
comprehension of	
reading assignments.	
Frequently check for	
understanding.	
Provide direct	
instruction in editing	
techniques.	
Re-teach and review	
requisite skills before	
introducing a new skill	
or concept.	
	•

	Provide pre-reading
	strategies to assist with
	comprehension.
	Encourage students to
	ask questions to help
	with understanding
	material.
	Precede written work
	within oral discussion to
	assist with organization,
	planning and prompt
	ideas.
	Provide frequent
	opportunities to read
	both orally and silently
	at independent and
	instructional levels.
Unit 2: The Individual	
S	tage 1: Desired Results
Standards & Indicators:	
Language Domain	
L.KL.11–12.2. Language. Knowledge of Language.11-12.2.	Apply knowledge of language to understand how language functions
in different contexts, to make effective choices for meanir	ng or style, and to comprehend more fully when reading or listening.
B. Demonstrate independence in gathering	g vocabulary knowledge when considering a word or phrase important
to comprehension or expression.	
L.VL.11–12.3. Language. Vocabulary Acquisition, Use and	Literal Meaning.11-12.3. Determine or clarify the meaning of unknown
and multiple-meaning words and phrases based on grade	s 11–12 reading and content, including technical meanings, choosing
flexibly from a range of strategies.	
D. Use context (e.g., the overall meaning o	f a sentence, paragraph, or text; a word's position or function in a

- sentence) as a clue to the meaning of a word or phrase.E. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its
- F. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

etymology, or its standard usage.

## **Reading Domain**

RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical

advancements. 🌌

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.1112.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

W.WP.11–12.4. Writing.Writing Process.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

W.RW.11–12.7. Writing.Range of Writing.9-10.4. 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.
EE.W11-12.2.f Provide a closing or concluding statement.
EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

## Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Integration of Climate Change:

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

Standard	Performance	Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to creative skills and ideas (		With a growth mindset, failure is an important part of success.
Central Idea/Enduring Und	,	Essential/Guiding Quest	1 1
<ul> <li>and after reading to meaning according t</li> <li>Use writing to clearly incorporating technol</li> <li>Writing is developed purposeful and enga and short periods of purposes and audien</li> </ul>	ged writing for extended time for a variety of tasks, ces. critical for learning and	Writing: How can technology be u How does having writing writing? Why is it important to use How does professional wr Why does organized writi competent and able to exp <u>Reading</u> : Why is it important to use How does identifying the from the text? How do I figure out a wor How does literature relate Why is it important to rea What is propaganda? Is everything you read on How can you tell fact from How does reading signs, I lifestyle? <u>Listening and Speaking</u> : How do you listen? How can technology help Why is it important to spea When is it appropriate to What are different ways I	riting differ from personal writing? ing cause the writer to appear more press himself? e background knowledge while reading? main idea help me as a reader gain meaning rd I do not know? e to my life? ud/watch news reports? the internet true? m fiction? labels, and directions lead to a healthy o us communicate with others? eak effectively?
Content:		<u>Skills(Objectives)</u> :	
Featured Genres Fiction Poetry Drama Nonfiction Key Reading Skills		<ul> <li>★ Acquire and app</li> <li>★ Identify characte</li> <li>★ Identify how a cl</li> <li>★ Use dictionaries</li> </ul>	haracter's decisions advance plot to confirm and clarify meaning, and use the inferred meaning of a word.
Character Tone			and produce clear and coherent writing in

Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology <b>Key Writing Skills</b> Supporting Details Paragraphs and Transitions	<ul> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words</li> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>
Interdisciplinary Connections: Students will apply knowledge of reading and writing stra	
	Assessment Evidence
Performance Task(s):	Other Evidence:
<ul> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<ul> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>
	2 3: Learning Plan
Learning Opportunities/Strategies:	Resources:
<ul> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>★ Make a timetable telling sequence of events from a reading</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>★ Use the think-pair-share method to answer questions and communicate ideas.</li> <li>★ Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading</li> </ul>	<ul> <li>Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle.</li> <li>IXL</li> <li>Speech to text/text to speech and texts on audio</li> <li>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</li> <li>Journal prompts- written and visual</li> <li>Low level, high interest readers, such as EdCon Publishing books and audio.</li> <li>Education.com</li> <li>Edhelper.com</li> <li>Nonfiction low level readers, such as Time Magazine Nonfiction reader series.</li> <li>Lower grade level text and novels as per student's IEP, such as Adventure of Huck Finn either pacemaker classic or EdCon Publishing.</li> <li>Modified texts and novels as per student's IEP.</li> <li>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</li> <li>GLSEN Educator Resources</li> <li>For Educators: Supporting LGBTOIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</li> </ul>

*	Repeat and Practice: Students will repeat
	lessons as needed. Students will practice
	reading sight words and basic skills throughout
	the lessons.
*	Visuals and Graphic Organizers: Students
	will use graphic organizers and other visuals to
	organize materials.
*	Connections and background knowledge:
	Students will use prior knowledge to connect
	new material to what they already know.
	Students will make connections from the
	material to their lives.
*	Writing Skills: Skill lessons break the writing
	process down and aid students as they learn to
	"write routinely over extended and shorter time
	frames.

#### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students On Grade Level	Struggling Students	Special Needs/ELL
Students		
0	ch Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications ist indicated in the IEP will be followed, in addition to any accommodations and modifications that t will enhance the ling learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Use of Access Path materials: break core instruction down into discrete task, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the

Give directions through	assignments alongside their on-grade
several channels:	level classmates.
auditory, visual,	
kinesthetic, model.	IEP Modifications:
Vary grouping	Give directions through several channels:
arrangements: small,	auditory, visual, kinesthetic, model.
large, and individual.	Vary grouping arrangements: small, large,
Provide small group	and individual.
instruction for	Provide small group instruction for
reading/writing;	reading/writing.
Utilize peer buddy	Utilize a peer buddy system in
system in cooperative	cooperative learning.
learning;	Set short term goals to improve student
6.	
Set short term goals to	success.
improve student	Vary presentation of lessons: demonstrate,
success.	verbal, written, audio/visual learning aids.
Vary presentation of	Use various techniques and materials to
lessons: demonstrate,	teach a lesson, based on the student's
verbal, written,	functioning level.
audio/visual learning	Give immediate feedback.
aids.	Provide correctly completed examples.
Use various techniques	Provide assistance in note taking by
and materials to teach a	providing note taking templates and study
lesson, based on the	guides.
student's functioning	Provide frequent reviews of current
level.	concepts and information taught.
Give immediate	Highlight major points of a lesson.
feedback.	Break assignments into smaller tasks.
Provide correctly	Discuss the purpose of each assignment.
completed examples.	Use drill and repetition.
Provide assistance in	Relate abstract thinking to students' prior
note taking by providing	knowledge.
note taking templates	Specify material required in notes.
and study guides.	Review and explain vocabulary before
Provide frequent	reading.
reviews of current	Provide assistance for comprehension of
concepts and	reading assignments.
information taught.	Frequently check for understanding.
Highlight major points	Provide direct instruction in editing
of the lesson.	techniques.
Break assignments into	Re-teach and review requisite skills
smaller tasks.	before introducing a new skill or concept.
Discuss the purpose of	Provide pre-reading strategies to assist
each assignment.	with comprehension.
Use drill and repetition.	Encourage students to ask questions to
Relate abstract thinking	help with understanding material.
to students' prior	Precede written work within oral
knowledge.	discussion to assist with organization,
Specify material	planning and prompt ideas.
required in notes.	Provide frequent opportunities to read
Review and explain	both orally and silently at independent
vocabulary before	and instructional levels.
reading.	and motificational levels.
reauting.	

Provide assistance for	
comprehension of	
reading assignments.	
Frequently check for	
understanding.	
Provide direct	
instruction in editing	
techniques.	
Re-teach and review	
requisite skills before	
introducing a new skill	
or concept.	
Provide pre-reading	
strategies to assist with	
comprehension.	
Encourage students to	
ask questions to help	
with understanding	
material.	
Precede written work	
within oral discussion to	
assist with organization,	
planning and prompt	
ideas.	
Provide frequent	
opportunities to read	
both orally and silently	
at independent and	
instructional levels.	

#### Unit 3: Modern Times

#### **Stage 1: Desired Results**

Standards & Indicators:

#### Language Domain

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

G. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- H. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- I. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### **Reading Domain**

RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical

advancements. 🌌

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.1112.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

W.WP.11–12.4. Writing.Writing Process.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

W.RW.11–12.7. Writing.Range of Writing.9-10.4. 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W11-12.2.f Provide a closing or concluding statement. EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

## Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Integration of Climate Change:

**RI.CT.11–12.8.** Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes,

including primary source docu	iments relevant to U.S. and	or global history and texts	proposing scientific or technical
advancements. 🌌			
-	erated question) or solve a p	problem; narrow or broade	tained research projects to answer a n the inquiry when appropriate; synthesize nvestigation. 🌌
Standard	Performance	Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to creative skills and ideas (o	-	With a growth mindset, failure is an important part of success.
Central Idea/Enduring Unde	erstanding:	Essential/Guiding Quest	ion:
<ul> <li>and after reading to c meaning according to</li> <li>Use writing to clearly incorporating technol</li> <li>Writing is developed purposeful and engag and short periods of t purposes and audience</li> <li>Listening skills are con communicating.</li> </ul>	the text and purpose. y communicate ideas, logy when appropriate. by independent, ged writing for extended ime for a variety of tasks, res. ritical for learning and	our current time? <u>Writing</u> : How can technology be use How does having writing writing? Why is it important to use How does professional writing	riting differ from personal writing? ng cause the writer to appear more
Visual materials enhance understanding.		How does identifying the from the text? How does literature relate Why is it important to rea What is propaganda? Is everything you read on How can you tell fact from How does reading signs, I lifestyle? How do I figure out a won <u>Listening and Speaking:</u> How do you listen? How can technology help Why is it important to spe When is it appropriate to a What are different ways I	d/watch news reports? the Internet true? n fiction? abels, and directions lead to a healthy rd I do not know? us communicate with others? eak effectively?

Content:	Skills(Objectives):	
Featured Genres Fiction Poetry Drama Nonfiction Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology	<ul> <li>★ Define vocabulary words using context.</li> <li>★ Acquire and apply academic vocabulary correctly.</li> <li>★ Identify characters.</li> <li>★ Identify how a character's decisions advance plot</li> <li>★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>★ Complete a close reading.</li> <li>★ Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words.</li> </ul>	
<b>Key Writing Skills</b> Supporting Details Paragraphs and Transitions	<ul> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>	
Interdisciplinary Connections: Students will apply knowledge of reading and writing stra	tegies across all content areas.	
	Assessment Evidence	
Performance Task(s):	Other Evidence:	
<ul> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<ul> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>	
	e 3: Learning Plan	
<ul> <li>Learning Opportunities/Strategies:</li> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories.</li> <li>★ Make a timetable telling a sequence of events from a reading.</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> </ul>	Resources:IXLLow- level, high interest readers and modified textsOnline assessments such as electronic assessments, Quizziz,Brainpop, and edpuzzle.Speech to text/text to speech and texts on audioPro-Ed PCI Essential Sight Words Leveled books and comprehensionpractice sheets and note cards.Journal prompts- written and visualLow level, high interest readers, such as EdCon Publishing books andaudio.Education.comEdhelper.comNonfiction low level readers, such as Time Magazine Nonfictionreader series.Lower grade level text and novels as per student's IEP, such as EdConpublishing Little Women and/or Wizard of OzModified texts and novels as per student's IEP.Pro-Ed PCI Essential Sight Words Leveled books and comprehensionpractice sheets and note cards.	

*	Begin, maintain, and end a conversation with a	GLSEN Educator Resources
^	peer for 2 to 5 minutes using on topic	For Educators: Supporting LGBTQIA Youth Resource List
	· · ·	Respect Ability: Fighting Stigmas, Advancing
	comments and questions.	
*	Use the think-pair-share method to answer	<u>Opportunities</u>
	questions and communicate ideas.	
*	Learning to learn: Students will review study	
	skills at the beginning of each unit and as	
	needed throughout the day. Students will	
	practice using various strategies while reading	
	and writing.	
*	Repeat and Practice: Students will repeat	
	lessons as needed. Students will practice	
	reading sight words and basic skills throughout	
	the lessons.	
*	Visuals and Graphic Organizers: Students	
~	will use graphic organizers and other visuals to	
	organize materials.	
-	•	
*	Connections and background knowledge:	
	Students will use prior knowledge to connect	
	new material to what they already know.	
	Students will make connections from the	
	material to their lives.	
*	Writing Skills: Skill lessons break the writing	
	process down and aid students as they learn to	
	"write routinely over extended and shorter time	
	frames."	

#### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level	Struggling Students	Special Needs/ELL
	Students		
Each lesson in the unit	The Core Path of each	Modified materials	Any student requiring further
contains resources and	unit contains ten to	Emphasis on skills	accommodations and/or modifications
guidance for teachers to	twelve texts and text	needed to succeed	will have them individually listed in their
enrich and extend activities	excerpts from a variety	(reading, writing,	504 Plan or IEP. These might include, but
for beyond grade-level	of genres and text types.	listening, speaking, how	are not limited to: breaking assignments
learners. The lesson plans	Each unit contains at	to find information,	into smaller tasks, giving directions
are divided into two parts:	least one text drawn	using technology)	through several channels (auditory, visual,
the Core Path, for core	from the Common	All modifications	kinesthetic, model), and/or small group
instruction; and the Access	Core's Appendix B list	indicated in the IEP will	instruction for reading/writing
Path, for scaffolded	of exemplar texts. The	be followed, in addition	
instruction.	instructional routines	to any accommodations	ELL supports should include, but are not
	are developed around	and modifications that	limited to, the following:
	these texts to support	will enhance the	Extended time
	best practices in reading	learning experience for	Provide visual aids
	instruction and aid	the students.	Repeated directions
	students in meaning	Students will focus on	Differentiate based on proficiency
	making, effective	being able to read and	Provide word banks
	expression, language	comprehend a variety of	Allow for translators, dictionaries
	development and the	materials, and write to	
	acquisition of content	communicate clearly.	Use of Access Path materials: break core
	knowledge and	Small group instruction.	instruction down into discrete tasks, hone
	foundational skills.		in on the language development and

Modeling and practicing	foundational skills, technology tools like
how to use reference	Closed Captioning and Audio Text
material both in print	Highlight to engage and instruct learners,
and online.	and alternate between whole group, small
Extended units	group, and one-on-one instruction.
Extended time	Use access handouts containing sentence
Repeated instruction	frames, graphic organizers, glossaries, and
Text to speech	many other activities so students have the
-	
Use of visuals, audio,	scaffolds they need to complete core
and graphic organizers	assignments alongside their on-grade
Give directions through	level classmates.
several channels:	
auditory, visual,	IEP Modifications:
kinesthetic, model.	Give directions through several channels:
Vary grouping	auditory, visual, kinesthetic, model.
arrangements: small,	Vary grouping arrangements: small, large,
large, and individual.	and individual.
Provide small group	Provide small group instruction for
instruction for	reading/writing.
reading/writing;	Utilize a peer buddy system in
Utilize peer buddy	cooperative learning.
system in cooperative	Set short term goals to improve student
learning;	success.
Set short term goals to	Vary presentation of lessons: demonstrate,
improve student	verbal, written, audio/visual learning aids.
success.	Use various techniques and materials to
Vary presentation of	teach a lesson, based on the student's
lessons: demonstrate,	functioning level.
verbal, written,	Give immediate feedback.
audio/visual learning	Provide correctly completed examples.
aids.	Provide assistance in note taking by
Use various techniques	providing note taking templates and study
and materials to teach a	guides.
lesson, based on the	Provide frequent reviews of current
student's functioning	concepts and information taught.
level.	Highlight major points of a lesson.
Give immediate	Break assignments into smaller tasks.
feedback.	Discuss the purpose of each assignment.
Provide correctly	Use drill and repetition.
completed examples.	-
Provide assistance in	Relate abstract thinking to students' prior
	knowledge.
note taking by providing	Specify material required in notes.
note taking templates	Review and explain vocabulary before
and study guides.	reading.
Provide frequent	Provide assistance for comprehension of
reviews of current	reading assignments.
concepts and	Frequently check for understanding.
information taught.	Provide direct instruction in editing
Highlight major points	techniques.
of the lesson.	Re-teach and review requisite skills
Break assignments into	before introducing a new skill or concept.
smaller tasks.	Provide pre-reading strategies to assist
	with comprehension.

	Discuss the purpose of	Encourage students to ask questions to
	each assignment.	help with understanding material.
	Use drill and repetition.	Precede written work within oral
	Relate abstract thinking	discussion to assist with organization,
	to students' prior	planning and prompt ideas.
	knowledge.	Provide frequent opportunities to read
	Specify material	both orally and silently at independent
	required in notes.	and instructional levels.
	Review and explain	
	vocabulary before	
	reading.	
	Provide assistance for	
	comprehension of	
	reading assignments.	
	Frequently check for	
	understanding.	
	Provide direct	
	instruction in editing	
	techniques.	
	Re-teach and review	
	requisite skills before	
	introducing a new skill	
	or concept.	
	Provide pre-reading	
	strategies to assist with	
	comprehension.	
	Encourage students to	
	ask questions to help	
	with understanding	
	material.	
	Precede written work	
	within oral discussion to	
	assist with organization,	
	planning and prompt	
	ideas.	
	Provide frequent	
	opportunities to read	
	both orally and silently	
	at independent and instructional levels.	
Unit de Caultine Demonse	instructional levels.	
Unit 4: Seeking Romance		

Stage 1: Desired Results

Standards & Indicators:

## Language Domain

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

D. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- J. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- K. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## **Reading Domain**

RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical

advancements. 🌌

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.1112.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

W.WP.11–12.4. Writing.Writing Process.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🦥

W.RW.11–12.7. Writing.Range of Writing.9-10.4. 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W11-12.2.f Provide a closing or concluding statement.

EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

#### Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Integration of Climate Change:

**RI.CT.11–12.8.** Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

Standard	Performance	e Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to creative skills and ideas (	•	With a growth mindset, failure is an important part of success.
Central Idea/Enduring Und	lerstanding:	Essential/Guiding Quest	ion:
<ul> <li>and after reading to meaning according</li> <li>Use writing to clear incorporating technol</li> <li>Writing is developed purposeful and enga and short periods of purposes and audier</li> <li>Listening skills are communicating.</li> </ul>	ged writing for extended time for a variety of tasks,	literature?Writing: How can technology be us How does having writing writing? Why is it important to use How does professional wr Why does organized writi competent and able to expReading: Why is it important to use How do I figure out a wor How does literature relate Why is it important to rea How does identifying the from the text? What is propaganda? Is ev can you tell fact from fict	riting differ from personal writing? ing cause the writer to appear more press himself? e background knowledge while reading? rd I do not know? e to my life? d/watch news reports? main idea help me as a reader gain meaning werything you read on the internet true? How
		Listening and Speaking:	

	How do you listen?		
	How can technology help us communicate with others?		
	Why is it important to speak effectively?		
	When is it appropriate to ask questions?		
	What are different ways I can express my ideas and opinions?		
	How can listening and speaking skills be used to improve		
	relationships?		
Content:	Skills(Objectives):		
Featured Genres	★ Define vocabulary words using context.		
Fiction	$\star$ Acquire and apply academic vocabulary correctly.		
Poetry	★ Identify characters		
Drama	★ Identify how a character's decisions advance plot		
Nonfiction	★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.		
Key Reading Skills	★ Complete a close reading		
Character	$\star$ Pre-write, plan, and produce clear and coherent writing in		
Tone	response to a prompt.		
Author's Purpose and Author's Point of	$\star$ Perform an initial reading of a text and demonstrate		
View/background	comprehension by answering short analysis questions.		
Central or Main Idea	$\star$ Use context clues to determine the meanings of words.		
Media/technology	★ Apply academic vocabulary correctly.		
	★ Identify the central or main idea.		
Key Writing Skills	★ Apply knowledge of media in exploring a subject.		
Supporting Details			
Paragraphs and Transitions			
Interdisciplinary Connections:			
Students will apply knowledge of reading and writing stra Stage 2:	Assessment Evidence		
Performance Task(s):	Other Evidence:		
★ Unit Assessments	★ Reading Assignments		
★ DLM/ Alternate Assessment	★ Writing Assignments		
★ electronic assessments quizzes	★ Skill Assignments		
★ Quizzez assessments	★ Journal writing activities		
	★ Reading log		
	e 3: Learning Plan		
Learning Opportunities/Strategies:	Resources:		
★ Daily journal writing with written or visual	IXL		
prompts	Resources will vary. Modified materials and substitutions may be		
★ Write basic sentences using capitalization and	needed.		
punctuation.	Low level, high interest readers, such as EdCon Publishing books and		
★ Using resources to define vocabulary	audio.		
(dictionary.com, dictionary, index, and other	Nonfiction low level readers, such as Time Magazine Nonfiction		
sources)	reader series.		
$\star$ Write a paragraph with an introduction and	Lower grade level text and novels as per student's IEP, such as Rip		
concluding sentence.	Van Winkle/ Sleepy Hollow by EdCon Publishing		
$\star$ Self-assess and assess peers' writing.	Modified texts and novels as per student's IEP.		

*	Retell, reenact, dramatize, or draw stories or	Pro-Ed PCI Essential Sight Words Leveled books and comprehension
	parts of stories	practice sheets and note cards.
*	Make a timetable telling sequence of events	Online assessments such as electronic assessments, Quizziz,
	from a reading	Brainpop, and edpuzzle.
*	Make a chart comparing various characters	Edhelper.com
*	Identify and compile a list of unfamiliar words	Education.com
	from texts read. Using the list they will define	Journal prompts- written and visual
	or illustrate the word after researching the	
	meaning.	GLSEN Educator Resources
+	Begin, maintain, and end a conversation with a	For Educators: Supporting LGBTQIA Youth Resource List
*		Respect Ability: Fighting Stigmas, Advancing
	peer for 2 to 5 minutes using on topic	Opportunities
	comments and questions.	
*	Use the think-pair-share method to answer	
	questions and communicate ideas.	
*	Learning to learn: Students will review study	
	skills at the beginning of each unit and as	
	needed throughout the day. Students will	
	practice using various strategies while reading	
	and writing.	
*	Repeat and Practice: Students will repeat	
	lessons as needed. Students will practice	
	reading sight words and basic skills throughout	
	the lessons.	
*	Visuals and Graphic Organizers: Students	
	will use graphic organizers and other visuals to	
	organize materials.	
*	Connections and background knowledge:	
	Students will use prior knowledge to connect	
	new material to what they already know.	
	Students will make connections from the	
	material to their lives.	
*	Writing Skills: Skill lessons break the writing	
	process down and aid students as they learn to	
	"write routinely over extended and shorter time	
	frames.	

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level	Struggling Students	Special Needs/ELL
	Students		-
Each lesson in the unit	The Core Path of each	Give directions through	Any student requiring further
contains resources and	unit contains ten to	several channels:	accommodations and/or modifications
guidance for teachers to	twelve texts and text	auditory, visual,	will have them individually listed in their
enrich and extend activities	excerpts from a variety	kinesthetic, model.	504 Plan or IEP. These might include, but
for beyond grade-level	of genres and text types.	Vary grouping	are not limited to: breaking assignments
learners. The lesson plans	Each unit contains at	arrangements: small,	into smaller tasks, giving directions
are divided into two parts:	least one text drawn	large, and individual.	through several channels (auditory, visual,
the Core Path, for core	from the Common	Provide small group	kinesthetic, model), and/or small group
instruction; and the Access	Core's Appendix B list	instruction for	instruction for reading/writing
Path, for scaffolded	of exemplar texts. The	reading/writing;	
instruction.	instructional routines		ELL supports should include, but are not
	are developed around		limited to, the following:

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	these texts to support	Utilize peer buddy	Extended time
	best practices in reading	system in cooperative	Provide visual aids
	instruction and aid	learning;	Repeated directions
	students in meaning	Set short term goals to	Differentiate based on proficiency
	making, effective	improve student	Provide word banks
	expression, language	success.	Allow for translators, dictionaries
	development and the	Vary presentation of	
	acquisition of content	lessons: demonstrate,	Use of Access Path materials: break core
	knowledge and	verbal, written,	instruction down into discrete tasks, hone
	foundational skills.	audio/visual learning	in on the language development and
		aids.	foundational skills, technology tools like
		Use various techniques	Closed Captioning and Audio Text
		and materials to teach a	Highlight to engage and instruct learners,
		lesson, based on the	and alternate between whole group, small
		student's functioning	group, and one-on-one instruction.
		level.	Use access handouts containing sentence
		Give immediate	frames, graphic organizers, glossaries, and
		feedback.	many other activities so students have the
		Provide correctly	scaffolds they need to complete core
		completed examples.	assignments alongside their on-grade
		Provide assistance in	level classmates.
		note taking by providing	
		note taking templates	IEP Modifications:
		and study guides.	Give directions through several channels:
		Provide frequent	auditory, visual, kinesthetic, model.
		reviews of current	Vary grouping arrangements: small, large,
		concepts and	and individual.
		information taught.	Provide small group instruction for
		Highlight major points	reading/writing.
		of the lesson.	Utilize a peer buddy system in
		Break assignments into	cooperative learning.
		smaller tasks.	Set short term goals to improve student
		Discuss the purpose of	success.
		each assignment.	Vary presentation of lessons: demonstrate,
		Use drill and repetition.	verbal, written, audio/visual learning aids.
		Relate abstract thinking	Use various techniques and materials to
		to students' prior	teach a lesson, based on the student's
		knowledge.	functioning level.
		Specify material	Give immediate feedback.
		required in notes.	Provide correctly completed examples.
		Review and explain	Provide assistance in note taking by
		vocabulary before	providing note taking templates and study
		reading. Provide assistance for	guides.
			Provide frequent reviews of current concepts and information taught.
		comprehension of	Highlight major points of a lesson.
		reading assignments. Frequently check for	
		understanding.	Break assignments into smaller tasks.
		Provide direct	Discuss the purpose of each assignment.
			Use drill and repetition.
		instruction in editing	Relate abstract thinking to students' prior
		techniques.	knowledge.
		Re-teach and review	Specify material required in notes.
		requisite skills before	Review and explain vocabulary before

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	introducing a new skill or concept. Provide pre-reading strategies to assist with comprehension. Encourage students to ask questions to help with understanding	reading. Provide assistance for comprehension of reading assignments. Frequently check for understanding. Provide direct instruction in editing techniques. Re-teach and review requisite skills before introducing a new skill or concept.
	material. Precede written work within oral discussion to assist with organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and	Provide pre-reading strategies to assist with comprehension. Encourage students to ask questions to help with understanding material. Precede written work within oral discussion to assist with organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and instructional levels.
	instructional levels. Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications	
	indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and	
	comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time	
	Repeated instruction Text to speech Use of visuals, audio, and graphic organizers	

#### PACING GUIDE

English III	Resources	Standards
MP 1 (Interim 1)		
UNIT 1: We the People	IXL Speaking and Listening Handbook	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C.
Days 24	Low- level, high interest readers and modified texts	RL.IT.11–12.3. RI.IT.11–12.3.
Daily IXL Independent Practice	Online assessments such as electronic assessments, Quizziz, Brainpop, and	RL.TS.11–12.4. RI.TS.11–12.4.
Featured Genres Fiction Poetry Drama	edpuzzle. Journal prompts- written and visual <u>Education.com</u> <u>Edhelper.com</u>	RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11-12.2
Nonfiction Key Reading Skills	Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series.	EE.RL.11-12.2 EE.RI.11-12.4 EE.RL.11-12.3 EE.RL.11-12.5
Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology	Lower grade level text and novels as per	EE.RI.11-12.3 EE.RL.1112.4 EE.RI.11-12.8 EE.RI.11-12.5 EE.RL.11-12.1 EE.RI.11-12.9
Key Writing Skills Supporting Details Paragraphs and Transitions	practice sheets and note cards. <u>GLSEN Educator Resources</u> <u>For Educators: Supporting LGBTQIA</u> <u>Youth Resource List</u> <u>Respect Ability: Fighting Stigmas.</u> <u>Advancing</u> <u>Opportunities</u>	W.WP.11–12.4. W.WR.11–12.5. W.RW.11–12.7. EE.W.11-12.2.C EE.W.11-12.2.F EE.L.11-12.2.B EE.W.11-12.2.A EE.W.11-12.2.A EE.W.11-12.2.B SL.PE.11–12.1. RI.CT.11–12.8. W.WR.11–12.5.
MP 1 (Interim 2)		
UNIT 2: The Individual	Online assessments such as electronic assessments, Quizziz, Brainpop, and	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C.
Days 22	edpuzzle.	RL.IT.11–12.3. RI.IT.11–12.3.
Daily IXL Independent Practice	Speech to text/text to speech and texts on audio Pro-Ed PCI Essential Sight Words	RL.TS.11–12.4. RI.TS.11–12.4. RL.MF.11–12.6.
Featured Genres Fiction Poetry Drama Nonfiction	Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual Low level, high interest readers, such as EdCon Publishing books and audio.	RL.MF.11–12.0. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11-12.2 EE.RL.11-12.2 EE.RI.11-12.4

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Key Reading Skills	Education.com	EE.RL.11-12.3
Character	Edhelper.com	EE.RL.11-12.5
Tone	Nonfiction low level readers, such as	EE.RI.11-12.3
Author's Purpose and Author's Point of	Time Magazine Nonfiction reader series.	EE.RL.1112.4
View/background	Lower grade level text and novels as per	EE.RI.11-12.8
Central or Main Idea	student's IEP, such as Adventure of Huck	EE.RI.11-12.5
Media/technology	Finn either pacemaker classic or EdCon	EE.RL.11-12.1
	Publishing.	EE.RI.11-12.9
Key Writing Skills	Modified texts and novels as per	W.WP.11–12.4.
Supporting Details	student's IEP.	W.WR.11–12.5.
Paragraphs and Transitions	Pro-Ed PCI Essential Sight Words	W.RW.11–12.7.
	Leveled books and comprehension	EE.W.11-12.2.C
	practice sheets and note cards.	EE.W.11-12.2.D
	1	EE.W11-12.2.F
	GLSEN Educator Resources	EE.L.11-12.2.B
	For Educators: Supporting LGBTQIA	EE.W.11-12.2.A
	Youth Resource List	EE.W.11-12.2.B
	Respect Ability: Fighting Stigmas,	SL.PE.11–12.1.
	Advancing	RI.CT.11–12.8.
	Opportunities	W.WR.11–12.5.
	opportunities	······
MP 2 (Interim 3)		
UNIT 3: Modern Times	IXL	L.KL.11–12.2.A.
	Low- level, high interest readers and	L.VL.11–12.3.A.B.C.
Days 22	modified texts	RL.IT.11–12.3.
	Online assessments such as electronic	RI.IT.11–12.3.
Daily IXL Independent Practice	assessments, Quizziz, Brainpop, and	RL.TS.11–12.4.
	edpuzzle.	RI.TS.11–12.4.
Featured Genres		RL.MF.11–12.6.
	audio	RI.MF.11–12.6.
Fiction	Pro-Ed PCI Essential Sight Words	RI.CT.11–12.8.
Poetry	Leveled books and comprehension	EE.RI.11-12.2
Drama	practice sheets and note cards.	EE.RL.11-12.2
Nonfiction	Journal prompts- written and visual	EE.RI.11-12.4
	Low level, high interest readers, such as	EE.RL.11-12.3
Key Reading Skills	EdCon Publishing books and audio.	EE.RL.11-12.5
Character	Education.com	EE.RI.11-12.3
Tone	Edhelper.com	EE.RL.1112.4
Author's Purpose and Author's Point of	Nonfiction low level readers, such as	EE.RI.11-12.8
View/background	Time Magazine Nonfiction reader series.	EE.RI.11-12.5
Central or Main Idea	Lower grade level text and novels as per	EE.RL.11-12.1
Media/technology	student's IEP, such as EdCon publishing	EE.RI.11-12.9
	Little Women and/or Wizard of Oz	W.WP.11–12.4.
Key Writing Skills	Modified texts and novels as per	W.WR.11–12.5.
Supporting Details	student's IEP.	W.RW.11–12.7.
Paragraphs and Transitions	Pro-Ed PCI Essential Sight Words	EE.W.11-12.2.C
	Leveled books and comprehension	EE.W.11-12.2.D
	practice sheets and note cards.	EE.W11-12.2.F
		EE.L.11-12.2.B
		EE.W.11-12.2.A
		EE.W.11-12.2.B
		SL.PE.11–12.1.

		RI.CT.11–12.8. W.WR.11–12.5.
MP 2 (Interim 4)		
UNIT 4: Seeking Romance	IXL Resources will vary. Modified materials	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C.
Days 22	and substitutions may be needed. Low level, high interest readers, such as	RL.IT.11–12.3. RI.IT.11–12.3.
Daily IXL Independent Practice	EdCon Publishing books and audio. Nonfiction low level readers, such as	RL.TS.11–12.4. RI.TS.11–12.4.
<b>Featured Genres</b> Fiction Poetry Drama Nonfiction	Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP, such as Rip Van Winkle/ Sleepy Hollow by EdCon Publishing Modified texts and novels as per student's IEP.	RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11-12.2 EE.RL.11-12.2 EE.RI.11-12.4
Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills	Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle. <u>Edhelper.com</u> <u>Education.com</u> Journal prompts- written and visual	EE.RL.11-12.3 EE.RL.11-12.5 EE.RI.11-12.3 EE.RL.1112.4 EE.RI.11-12.8 EE.RI.11-12.5 EE.RL.11-12.1 EE.RI.11-12.1 EE.RI.11-12.9 W.WP.11-12.4.
Key Writing Skills Supporting Details Paragraphs and Transitions	<u>GLSEN Educator Resources</u> <u>For Educators: Supporting LGBTQIA</u> <u>Youth Resource List</u> <u>Respect Ability: Fighting Stigmas,</u> <u>Advancing</u> <u>Opportunities</u>	W.WR.11–12.5. W.RW.11–12.7. EE.W.11-12.2.C EE.W.11-12.2.D EE.W11-12.2.F EE.L.11-12.2.B EE.W.11-12.2.A EE.W.11-12.2.B SL.PE.11–12.1. RI.CT.11–12.8.