

CP English 11: MP 1

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

- What does it mean to be an American? Is there an American identity? What is it? (or, What are they?)
- examine key literary, historical, and journalistic texts that explore important aspects of American identity and culture
- examine how historical events (immigration, slavery, religious movements) have shaped the American experience
- writing skills: refresher on key skills from 10th grade (thesis drafting, topic sentences, transitions, quote embedding); introduction to structuring a non-5 paragraph essay; block quotes; mini-conclusions)
- reading/analysis skills: annotation, quote analysis, making thematic connections among texts
- find credible contemporary sources to support a personal/philosophical argument

Enduring Understandings

- American identity has been shaped by historical influences
- American identity varies over time, place, and circumstances
- American identity embodies difficult contradictions (love of freedom vs. reliance on slavery, valuing diversity vs. immigration/cultural violence, etc.)

Student Learning Objectives: Students will be able to . . .

- discuss and debate aspects of American identity
- create a tentative definition of American identity in 2016
- read, annotate, and analyze fiction & non-fiction accounts of American culture
- create a brief, traditional 5 paragraph essay to serve as a writing benchmark
- begin learning/practicing structuring essays without that traditional framework. Subskills: selecting key ideas, determining best order of ideas, deciding how much "space" to dedicate to any given point, determining how much evidence/support is sufficient for creating credible and strong arguments
- determine what makes a source credible & academic; find such sources
- block quotes correctly
- create a 2-4 sentence "mini-conclusion" at the end of an analytic paper

Common Core State Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
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LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.R.11-12	Reading
CCSS.ELA-Literacy.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.11-12.2.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.
CCSS.ELA-Literacy.W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.9.a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
CCSS.ELA-Literacy.RI.11-12	Informational Text

CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-Literacy.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCSS.ELA-Literacy.RI.11-12.7	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.
CCSS.ELA-Literacy.RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
CCSS.ELA-Literacy.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.11-12	Literature
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic

	resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
CCSS.ELA-Literacy.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-Literacy.SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-Literacy.SL.11-12.1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

21st Century Themes and Skills

I imagine this needs to be included in the map, but I can't figure out how to make it work in the software. I am happy to do so if someone can help me with this.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Interdisciplinary Connections

History: see American political documents noted below

Philosophy: see documents noted below

Contemporary non-fiction: see documents listed below

Learning Activities

Activities

Class discussions and debates summer work

Analysis of thematic passages of summer work

Research: Best Practices lesson

Refresher activities on writing skills from 10th grade

Cooperative Learning Activities for text review and analysis

Writing process: outlining, drafting self and/or peer edit, revisions

Close reading/discussion of Gatsby; teacher made inquiry sheets and analysis activities

Skill lessons on block quotes, mini-conclusions, and structural planning

Pacing Guide

Summer reading & contemporary American docs: 2 weeks

In-Class essay & associated writing instruction: 1 week

Historical/Political docs: 1 week

The Crucible: 2 weeks

Gatsby: 4 weeks

Summative Asessment

Summer work: thematic analysis and cultural analysis (mini-essays)

In class essay: traditional 5 paragraph essay (also serves as formative assessment to determine instruction needed for take-home essay) of literary analysis and analysis of contemporary culture