

Grade 11 Unit 1 Fundamentals

Content Area: **Basic Skills**
Course(s): **English III**
Time Period: **September**
Length: **8 weeks**
Status: **Published**

Enduring Understandings:

- The necessary transferrable cross-curricular reading skills include the ability to read closely to determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text.
- The necessary transferrable cross-curricular reading skills include the ability to interpret words/phrases utilized in a text/story/drama/poem, determine technical, connotative, and figurative meanings, analyze specific word choices for meaning and tone, determine how specific word choices, sentences, paragraphs, and larger portions of the text relate to each other, and assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful.
- The necessary transferrable cross-curricular reading skills include the ability to analyze/reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives.

Essential Questions:

- How do you determine the explicit meaning of the text, identify the central idea(s) or theme(s), cite strong and thorough textual evidence to make logical inferences and relevant connections, summarize key supporting details, and analyze how and why individuals, events, and ideas develop and interact over the course of the text?
- How can you interpret words/phrases utilized in a text/story/drama/poem to determine technical, connotative, and figurative meanings, while analyzing specific word choices for meaning and tone in order to assess how point of view shapes the content and style of the narrative in which the rhetoric is particularly powerful?
- How do you analyze and reflect on how two or more texts address similar themes/topics in order to compare and contrast the author's approach, integrate and evaluate content presented through various media, and delineate and evaluate the argument and specific claims in a text including its validity, relevance, and sufficiency of evidence whether reading literary or informational narratives?

Standards/Indicators/Student Learning Objectives (SLOs):

Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- Provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).
- Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing/Language

- 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.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- Use technology including the internet to produce and publish writing and to interact and collaborate with others
- Acquire and use accurately a range of 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

Speaking/Listening

- Initiate and participate effectively in a range of collaborative discussions with peers building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.
- Present information, findings and supporting evidence clearly, concisely, and logically through content, organization, development, and style that are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.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.
LA.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).
LA.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. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.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.
LA.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).
LA.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.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.10	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.
LA.SL.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.

Lesson Titles:

- Rhetorical Terms
- Sentence Structure
- Types of Sentences and How to Change Up Your Writing
- Eliminate Fragments; Use Punctuation and Conjunctions Correctly
- Main Ideas and Supporting Them - Writing an Effective Paragraph

21st Century Skills and Career Ready Practices:

- Communication and collaboration
- Critical Thinking and Problem Solving
- Media and Information Literacy
- Life and career skills

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2

Modify Personalized Student Learning Plans to support declared career goals.

Inter-Disciplinary Connections:

- History

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies including but not limited to:

- graphic organizers
- effective questioning
- cooperative learning
- conferencing
- lecture
- close reading
- inquiry based learning
- Delsea One
- SWAG

Students will complete the following activities during this unit:

- Practice sophisticated sentence construction skills
- Complete technical writing which helps them see that "to write, is to engage in any communication"
- Individual and group practice using worksheets, workbooks, and teacher-generated materials
- Revise simple sentences
- Revise essays

Levels of Blooms/DOK

- Students will demonstrate all 4 levels.
- Level One: Remembering parts of speech
- Level Two: Classifying sentences into simple, compound, or complex
- Level Three: Support ideas with details and examples
- Level Four: Connect the varied skills learned during this unit to write an effective paragraph

Modifications

At Risk Students

- Making innovative changes to classroom instruction. (bring in support personnel; revamping teaching and intervention methods)
- Supporting children through transitions.
- Connecting families to schools and school activities.
- Maximizing use of community resources.
- Improving links to external mental health and behavioral services.
- Delsea One
- SWAG

Formative Assessment:

Warm-up:

- Choral Responses: Vocabulary review, Literary Terms & SAT Prep
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Hand Signals - Agree or disagree by a show of hands, then justify verbally
- Questions of Day - Thought-provoking questions connecting current events to content
- Vocab Implementation Games - speaking using vocabulary words in small talk
- Grammar Games - Strengthening grammar before writing workshops and sessions
- Famous Quotes - connecting statements from notable people to content

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Subjective/Objective Check In
- Logical Inference related to content

- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

Closure:

- Journaling: Reflection
- Ticket Out the Door: Subjective and Objective
- Z-Chart: Universal / Central Themes
- Self-Assessments
- Surveys
- Kahoot
- Quizlet Practice

Summative Assessment:

- Rhetorical Terms Quiz
- Sentence Types Quiz
- Short writing assignments
- Study Island Quizzes
- Newsela Quizzes
- Revised Essays
- Projects

Resources & Materials:

Additional Resources

- The Alchemist by Paulo Coelho
- Multiple Perspectives on Theme(s)
- Rhetorical Devices: Ethos, Pathos, and Logos
- Analyzing speeches as arguments in Julius Caesar
- Poetryfoundation.org: Walt Whitman and Emily Dickinson
- Quizlet SAT vocabulary terms and definitions
- Newsela
- Common Lit
- Poetry Foundation
- Transcendentalism.com

