

Grade 11 Unit 3 Non Fiction/ Research Simulation

Content Area: **Basic Skills**
Course(s): **English III**
Time Period: **February**
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 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
- The necessary transferrable cross-curricular reading skills include the ability to 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.
- The necessary transferrable cross curricular skills to 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.
- The ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach through the use of technology, including the Internet, to produce and publish writing and to interact and collaborate with others that lead to the production of short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation are necessary transferrable cross-curricular writing skills.
- The ability to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric while building on others' ideas and expressing their own clearly and persuasively are essential cross-curricular skills.
- The ability to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, while making strategic use of digital media and visual displays of data to express information and enhance understanding of presentations are essential cross-curricular skills.

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?
- How do you write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence?
- How do you develop and strengthen writing as needed by planning, revising, editing, and rewriting with a focus on addressing what is most significant for a specific purpose and audience?
- How do you 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?

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 arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. .
- 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.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
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.11-12.5	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.
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.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.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global 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).
LA.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.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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:

- Reading and Analyzing Nonfiction Text
- Evaluation - What does it mean?
- Evaluation in everyday life - Reviews
- Writing Your Own Review
- Evaluating Multiple Sources - Mock Trial
- Arguing (Facts) vs Persuading (Emotions) - Mock Trial Opening Statements
- Choose Your Own Research Simulation Task - Selecting a Topic
- Choose Your Own Research Simulation Task - Finding Argumentative Sources
- Choose Your Own Research Simulation Task - Evaluating Argumentative Sources
- Research Simulation Task -

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.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Inter-Disciplinary Connections:

- History
- Science

SCI.9-12.5.1.12	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.9-12.5.4.12	All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

SCI.9-12.5.4.12.F

Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.

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
- modeling
- acronyms
- journaling
- informative writing
- EBSR questions multiple choice questions
- Delsea One
- SWAG

Students will complete the following activities during this unit:

- Use Newsela to research topic
- Write/revise argumentative response using sources
- Complete technical instructions which helps them see that "to write, is to engage in any communication"
- Individual and group practice using worksheets, workbooks, and teacher-generated materials

Levels of Blooms/DOK

Students will demonstrate all 4 levels.

- Level One: Listing elements of a text that stand out to them, recalling the author/artist of the text, defining key terms.
- Level Two: Comparing how different texts address the same controversial issue
- Level Three: Citing evidence to support claims, revising written work
- Level Four: Creating their own research project, evaluating sources against each other to determine

their effectiveness.

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:

- Subjective/Objective Check In
- Logical Inference related to content
- Point of Views
- What Would You Do? - Problem solving / Moral compass

Closure:

- Journaling: Reflection
- Ticket Out the Door: Subjective and Objective
- Z-Chart: Universal / Central Themes

- Self-Assessments
- Surveys
- Kahoot
- Quizlet Practice

Summative Assessment:

- Short writing assignments
- Study Island Quizzes
- Newsela Quizzes
- Research Simulation Task

Resources & Materials:

Additional Resources

- Multiple Perspectives on Theme(s), Symbols
- Figurative Language
- Analyzing short stories
- Quizlet SAT vocabulary terms and definitions
- Kahoot on literature terms
- Newsela
- Common Lit
- Quizlet