Semester 2 Unit: Literature and the Environment

Content Area: **Language Arts**
Course(s): **English 4CP**
Time Period: **Semester 2**
Length: **4 - 6 weeks**
Status: **Published**

Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2.A	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.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
R	Reading
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11–12.3	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.
RI.TS.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.
RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.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	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	Writing
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.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.
W.AW.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.
W.AW.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.
W.AW.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.
W.AW.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).
W.WP.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	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.SE.11–12.6	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 (MLA or APA Style Manuals).
W.RW.11–12.7	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.
SL	Speaking and Listening
SL.PE.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.
SL.PE.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.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.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.
SL.PE.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.
SL.II.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.

SL.ES.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.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Enduring Understandings

Writing about nature allows authors to explore themselves as humans in relation to their environment.

Environmental writing can be persuasive, informative, or meditative.

We do not need to travel far to observe the natural world and produce effective environmental writing.

Essential Questions

How has literature developed alongside, and as part of, the environmental movement?

What is the role of art and creativity in the environmental movement?

What are effective ways of raising awareness about important environmental issues?

Knowledge and Skills

Students will use textual evidence to support oral and written arguments.

Students will write creative nonfiction.

Students will analyze the function of a text's structure.

Students will perform independent research.

Students will learn to keep an observational notebook.

Students will develop exhibitions (presentations, digital work, etc) to demonstrate their new understandings.

Assessment:

Students will work in small groups to create a photo essay on a local public location - school, park, downtown, bog-box store, mall, etc. They will design an accompanying presentation analyzing the ecological footprint of human choices in this location. Their analysis will bring in ideas from the texts read during this course.

Additional Resources

Annie Dillard, Pilgrim at Tinker Creek

Robert Sullivan, The Meadowlands: Wilderness Adventures at the Edge of a City

John McPhee, Basin and Range (excerpt)

Alex Morris, “What is Killing America’s Bees and What Does it Mean for Us?”

J.B. Mackinnon, “Tragedy of the Common”

Henry David Thoreau, “Brute Neighbors”

Rachel Carson, “The Obligation to Endure”

Olivia Judson, “Long Live the Albatross” (in Patterns for College Writing)

Annie Proulx, "Swamped: Why America's Wetlands Matter"

Transfer Goals

Students will be able to combine personal observation and research into effective writing.

Students will be able to read and engage complex texts.

Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Literature and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric.

Research Writing

As part of the District's schedule for research writing across the content areas, students write an extended literary research paper during junior year in all levels of English: English 3 OCR, English 3CP, English 3A, and AP language and Composition.

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises

- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas
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Modifications

Student SubgroupContent, Process, Product & Environmental ModificationsSpecial Education (IEP)

• Content/Process: Provide accessible learning supports, including audiobooks synchronized with text, film adaptations, and curated educational videos.

• Process: Supply guided reading notes, graphic organizers for character/theme tracking, and previewed discussion questions prior to Socratic Seminars.

• Product: Permit open-note formats on select literary assessments and tests.

• Content: Focus close-reading assessments on core excerpted passages rather than full length texts where appropriate.

Students with 504 Plans

• Process: Provide digital access to teacher slide decks, class notes, and discussion prompts prior to lessons.

• Environment: Strategic seating during Socratic Seminars and group discussions to manage anxiety or attentional needs.

• Environment: Offer short sensory or movement breaks during extended reading stamina blocks.

• Environment: Alternate quiet testing environment for reading comprehension checks.

Multilingual Learners (ML / ELL)

• Content: Provide bilingual text versions or dual-language summaries when available.

• Process: Provide sentence frames and discussion prompts for active participation in Socratic Seminars and collaborative group discussions.

• Process: Pre-teach essential academic vocabulary, historical context, and literary devices before reading.

• Product: Allow visual responses, graphic representation, or oral explanations as alternative options for reading checks.

Students at Risk of Academic Failure

• Process: Chunk reading assignments into short, manageable daily targets to build reading stamina over time.

• Process: Structure collaborative partner reading and equitable small-group roles during literature circles.

• Process: Utilize periodic integrated "down days" to help students catch up on reading logs and class notes without falling behind.

• Product: Provide frequent low-stakes reading checks (Practice Work 50%) to track comprehension without

high-stakes penalty.

Gifted & Talented Students

• Content: Integrate critical literary lenses (e.g., historical, philosophical, psychological) to analyze character motivation and thematic depth.

• Process: Assign student-facilitator roles during class discussions and Socratic Seminars to craft higher-order questions.

• Product: Offer choice-based extension projects (e.g., comparative analytical essays, creative adaptation, or philosophical synthesis linking literary texts to real-world issues).