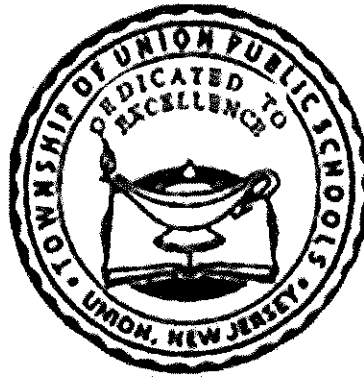


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN376  
English Lab 11**

**Adopted 06/2018**

## Course Description

Foundation classes are offered to students who have not completely mastered the minimum standards necessary for passing the PARCC or for the college prep Language Arts class. The course purports to teach a mastery of these standards. Ranging from the knowledge to the ability to write complete sentences in an expository paragraph, to using multiple texts to successfully construct an essay, the standards cover much territory. Students enrolled in the class will be taking the course in addition to the English class and the course will be broken into two semesters. Semester 1 will focus primarily on foundational reading comprehension and writing skills based on the PARCC and Semester 2 will be a reinforcement of those skills through the reading of literature.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6
<b>Unit 2</b>	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6

	RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10			
<b>Unit 3</b>	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10	W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.5 L.11-12.6

## Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1</b>	30 days
<b>Unit 2</b>	30 days
<b>Unit 3</b>	30 days

### **Unit 1: Death of a Salesman and the elements of the play**

**Unit Summary** The American Dream unit is appropriate for this course as it reiterates the elements of the first four units. The first part of the trilogy on the American dream, American values and the American experience will require one week and will consist of reading pertinent essays from American Literature. Next, the second week will be set

aside for viewing American paintings, listening to and reading stories and poems which exemplify the themes of the unit. The last part of the trilogy will take six weeks and will include reading, performing and doing related activities from *Death of a Salesman*, by Arthur Miller.

**Essential Questions**

The American Dream What is the American Dream and to what extent is it achievable for all Americans?

In what ways does the American Dream mean different things for different Americans?

How has the American Dream changed over time?

What is the perspective of a given nature, culture, or region in regard to the American Dream and what factors create those perceptions?

What are the responsibilities and consequences of being a "world superpower"? Are independence and dependence separable or inseparable?

READING	
Critical Knowledge and Skills	Standards
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	RL.11-12.1
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.	RL.11-12.2
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.)	RL.11-12.4
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	RL.11-12.5

its overall structure and meaning as well as its aesthetic impact.	
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).	RL.11-12.6
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)	RL.11-12.7
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RL.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<a href="http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html?tab=4</a> <a href="http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/">http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/</a> <a href="https://www.vanityfair.com/culture/2009/04/american-dream200904">https://www.vanityfair.com/culture/2009/04/american-dream200904</a> Miller, Arthur, 1915-2005. Death Of a Salesman. New York :Penguin Books, 1996. Print.	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
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	W.11-12.5

audience.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<a href="http://www.sussex.ac.uk/skillshub/?id=367">http://www.sussex.ac.uk/skillshub/?id=367</a> <a href="http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html">http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html</a> SOAPSTone template (modified)	
<a href="http://www.readwritethink.org/classroom-resources/student-interactives/">http://www.readwritethink.org/classroom-resources/student-interactives/</a> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> <a href="https://writingcenter.unc.edu/tips-and-tools/">https://writingcenter.unc.edu/tips-and-tools/</a> <a href="https://www.educrations.com/">https://www.educrations.com/</a>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5

**Suggested Materials/Educational Resources**

<http://www.sussex.ac.uk/skillshub/?id=367>  
<http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html>  
 SOAPSTone template (modified)

<http://www.readwritethink.org/classroom-resources/student-interactives/>  
<https://owl.english.purdue.edu/owl/>  
<https://writingcenter.unc.edu/tips-and-tools/>  
<https://www.educreations.com/>

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6

**Suggested Materials/Educational Resources**

<http://www.sussex.ac.uk/skillshub/?id=367>  
<http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html>  
 SOAPSTone template (modified)

<http://www.readwritethink.org/classroom-resources/student-interactives/>  
<https://owl.english.purdue.edu/owl/>  
<https://writingcenter.unc.edu/tips-and-tools/>  
<https://www.educreations.com/>

ASSESSMENT PLAN		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment		Chapter test Culminating Assignment
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
<a href="http://www.sussex.ac.uk/skillshub/?id=367">http://www.sussex.ac.uk/skillshub/?id=367</a> <a href="http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html">http://www.exforsys.com/career-center/essay-writing/how-to-present-your-essay.html</a> SOAPSTone template (modified)		<a href="https://thejournal.com/Home.aspx">https://thejournal.com/Home.aspx</a> <a href="http://www.teenink.com/">http://www.teenink.com/</a> <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a>
<a href="http://www.readwritethink.org/classroom-resources/student-interactives/">http://www.readwritethink.org/classroom-resources/student-interactives/</a> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> <a href="https://writingcenter.unc.edu/tips-and-tools/">https://writingcenter.unc.edu/tips-and-tools/</a> <a href="https://www.educrations.com/">https://www.educrations.com/</a>		<a href="https://www.forbes.com/sites/forbesagencycouncil/2017/06/29/death-of-a-salesman-the-rise-of-social-selling/#3ced3ca32dba">https://www.forbes.com/sites/forbesagencycouncil/2017/06/29/death-of-a-salesman-the-rise-of-social-selling/#3ced3ca32dba</a>  chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalcv/ views/app.html
<i>Death of a Salesman</i>		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Literary Analysis Task Expository Task	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="#">Research Guides 9-12</a> <a href="#">SOAPSTone template</a> <a href="#">TEDtalk analysis template</a> <a href="#">Cornell Notes template</a>

Unit 2: Community and the Bluford Series
<b>Unit Summary</b> This unit explores the subject of community through a variety of fiction, non-fiction, and media texts, primarily using the Bluford Series as reference
<b>Essential Questions</b> What is the relationship of the individual to the community?



How do we tolerate and accept one another? Are they the same thing?  
 What is emotional and physical abuse?  
 What should a teenager do when they are having problems at home or at school?

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
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	RL.11-12.1
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.	RL.11-12.2
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.)	RL.11-12.4
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.	RL.11-12.5
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).	RL.11-12.6
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version	RL.11-12.7

interprets the source text. (e.g., Shakespeare and other authors.)	
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RL.11-12.10
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	RI.11-12.1
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.	RI.11-12.2
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.	RI.11-12.3
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).	RI.11-12.4
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	RI.11-12.5
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	RI.11-12.6

Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	RI.11-12.9
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<p><u>TEDtalk:</u>  <a href="https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave">https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave</a></p> <p><u>SOAPSTone template</u>  <u>TEDtalk analysis template</u>  <a href="https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide">https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide</a></p>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
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.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to	W.11-12.6

ongoing feedback, including new arguments or information.	
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.	W.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<p><u>TEDtalk:</u>  <a href="https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don't_leave">https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don't_leave</a></p> <p><u>SOAPStone template</u>  <u>TEDtalk analysis template</u>  <u>Rhetorical Precis template</u></p> <p><a href="https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide">https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide</a></p> <p><a href="http://browardedfoundation.org/wp-content/uploads/2015/01/Reading-Writing-Podcasting-Final.pdf">http://browardedfoundation.org/wp-content/uploads/2015/01/Reading-Writing-Podcasting-Final.pdf</a></p> <p><a href="https://www.bluford.org/">https://www.bluford.org/</a></p>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.11-12.5

**Suggested Materials/Educational Resources**

TEDtalk:  
[https://www.ted.com/talks/leslie\\_morgan\\_steiner\\_why\\_domestic\\_violence\\_victims\\_dont\\_leave](https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_dont_leave)

SOAPStone template  
 TEDtalk analysis template  
 Rhetorical Precis template

<https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide>

<http://browardedfoundation.org/wp-content/uploads/2015/01/Reading-Writing-Podcasting-Final.pdf>

<https://www.bluford.org/>

**LANGUAGE**

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6

**Suggested Materials/Educational Resources**

TEDtalk:  
[https://www.ted.com/talks/leslie\\_morgan\\_steiner\\_why\\_domestic\\_violence\\_victims\\_dont\\_leave](https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_dont_leave)

SOAPSTone template  
TEDtalk analysis template  
Rhetorical Precis template

<https://educatorcommunity.hmhco.com/resource/blueford-series-teachers-guide>

<http://browardedfoundation.org/wp-content/uploads/2015/01/Reading-Writing-Podcasting-Final.pdf>

<https://www.bluford.org/>

**ASSESSMENT PLAN**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment	Chapter test Culminating Assignment
District/School Texts	District/School Supplementary Materials
<i>Schraff, Anne E, and Paul Langan. Lost and Found. New York: Scholastic, 2007. Print.</i>  Sharma, Robin. "A Matter of Trust (Bluford High Series# 2), Anne E Schraff, Paul Langan Books, Buy Books Online-Infibeam.com." <i>Infibeam: Gifts to India   Online Shopping India   Apparel, Books, Cameras, Watches, Mobiles</i> , <a href="http://www.infibeam.com/Books/info/anne-e-schraff/matter-trust-bluford-high-series-2/9780944210031.html">www.infibeam.com/Books/info/anne-e-schraff/matter-trust-bluford-high-series-2/9780944210031.html</a> .	<a href="http://www.bluford.org">www.bluford.org</a>

**District/School Writing Tasks**

Task	Primary Focus	Secondary Focus
Literary Analysis	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

Research Guides 9-12  
SOAPSTone template

TEDtalk analysis template

### Unit 3: Global Issues and Writing cont.

#### Unit Summary

This unit explores the global issue of genocide and how students can effectively write about it using the skills they have built up over the course of the school year.

#### Essential Questions

What is justice? How can it be achieved?

What does justice look like after genocide?

How can individuals and societies remember and commemorate difficult histories?

What is the purpose of remembering?

What are the consequences for forgetting?

How do you evaluate the legacy of historical events?

#### READING

Critical Knowledge and Skills	Standards
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	RI.11-12.1
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.	RI.11-12.2
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.	RI.11-12.3
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).	RI.11-12.4

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	RI.11-12.5
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	RI.11-12.6
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	RI.11-12.9
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above.	RI.11-12.10

**Suggested Materials/Educational Resources**

<http://www.facinghistory.org/print/2767>  
[https://www.ilholocaustmuseum.org/wp-content/uploads/2013/12/TeachingGuidelines\\_Grades7-12\\_2010-05-06.pdf](https://www.ilholocaustmuseum.org/wp-content/uploads/2013/12/TeachingGuidelines_Grades7-12_2010-05-06.pdf)  
<https://www.ushmm.org/m/pdfs/20031204-closure-witt-entire-lesson.pdf>

TEDtalks  
[SOAPStone template](#)  
[Rhetorical Precis template](#)  
[TEDtalk analysis template](#)

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
Produce clear and coherent writing in	



which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4
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.	W.11-12.5
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
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.	W.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<a href="https://riley.furman.edu/sites/default/files/docs/TOGLesPlanHolocaustLessonPlanJenniferOlson.pdf">https://riley.furman.edu/sites/default/files/docs/TOGLesPlanHolocaustLessonPlanJenniferOlson.pdf</a> <a href="file:///home/chronos/u-1a3129817df69e21ff0467726f69e619a4f9f460/Downloads/identity_unit_essential_questions,_texts,_and_other_ideas_.pdf">file:///home/chronos/u-1a3129817df69e21ff0467726f69e619a4f9f460/Downloads/identity_unit_essential_questions,_texts,_and_other_ideas_.pdf</a>  <u>Rhetorical Precise template</u> <u>SOAPStone template</u> <u>TEDtalk analysis template</u>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to	SL.11-12.4

task, purpose, and audience.	
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.11-12.5
<b>Suggested Materials/Educational Resources</b>	
<a href="https://riley.furman.edu/sites/default/files/docs/TOGLesPlanHolocaustLessonPlanJenniferOlson.pdf">https://riley.furman.edu/sites/default/files/docs/TOGLesPlanHolocaustLessonPlanJenniferOlson.pdf</a> <a href="file:///home/chronos/u-1a3129817df69e21ff0467726f69e619a4f9f460/Downloads/identity_unit_essential_questions,_texts,_and_other_ideas_.pdf">file:///home/chronos/u-1a3129817df69e21ff0467726f69e619a4f9f460/Downloads/identity_unit_essential_questions,_texts,_and_other_ideas_.pdf</a>  <a href="#">Rhetorical Precis template</a> <a href="#">SOAPStone template</a> <a href="#">TEDtalk analysis template</a>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	

file:///home/chronos/u-1a3129817df69e21ff0467726f69e619a4f9f460/Downloads/identity\_unit\_essential\_questions,\_texts,\_and\_other\_ideas\_.pdf  
SOAPSTone template  
Rhetorical Precis template  
TEDtalk analysis template

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
SOAPSTone analysis Cornell notes Reader response Vocabulary/terms assessment		Culminating Assignment
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
<a href="http://www.lds.org/cms/lib/PA09000083/Centricity/Domain/29/Tenth%20Grade%20Curriculum%20map%20complete.pdf">http://www.lds.org/cms/lib/PA09000083/Centricity/Domain/29/Tenth%20Grade%20Curriculum%20map%20complete.pdf</a>		<a href="https://www.ted.com/talks/deborah_lipstadt_behind_the_lies_of_holocaust_denial">https://www.ted.com/talks/deborah_lipstadt_behind_the_lies_of_holocaust_denial</a> <a href="https://www.youtube.com/watch?v=NmJ3xVqB2Jo">https://www.youtube.com/watch?v=NmJ3xVqB2Jo</a>
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Essay Reading Comprehension	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax
Research	Developing a clear claim & citing appropriate textual evidence	Writing with varied and appropriate diction and syntax

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<u>Research Guides 9-12</u> <u>SOAPSTone template</u> <u>TEDtalk analysis template</u> <u>Cornell Notes template</u>

