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| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Shaping, Developing, and Supporting Meaning by Understanding Ourselves (Unit 1) |
| Unit Type(s) | X Skills-based <input type="checkbox"/> Thematic |
| Pacing | 15 instructional days (five curricular weeks) |

| Overarching Standards (OS) |
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| <p>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. (11.R.L.10)</p> <p>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. (11.R.I.10)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p> |

| CCSS Priority Standards |
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| <p>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. (11-12.R.L.2)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,</p> |

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. (11-12.S.L.1)

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. (11-12.S.L.1c)

CCSS Supporting Standards

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. (11-12.R.L.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. (11-12.I.T.1)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1a)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels | |
|---|---|---|---|
| DETERMINE ANALYZE PROVIDE | two or more central themes or ideas of a text the development of central themes/ideas over the course of a text: <ul style="list-style-type: none"> • how they interact • how they build on one another an objective summary of the text | 6 | |
| WRITE | narratives to develop experiences, using: <ul style="list-style-type: none"> • effective technique • well-chosen details • well-structured event sequences | 5 | |
| USE | a variety of techniques to sequence events so that they: <ul style="list-style-type: none"> • build on one another • create a coherent whole • build toward a particular tone and outcome | 5 | |
| USE | <ol style="list-style-type: none"> 1. precise words and phrases 2. telling details 3. sensory language | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> To convey a vivid picture of experience, events, setting, characters </div> | 5 |
| INITIATE & PARTICIPATE IN BUILD EXPRESS | a range of collaborative discussions: <ul style="list-style-type: none"> • one-on-one • groups • teacher-led on the ideas of others one's own ideas clearly and persuasively | 4 | |
| PROPEL ENSURE CLARIFY, VERIFY, or | conversations by: <ul style="list-style-type: none"> • posing questions • responding to questions | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> that probe reasoning and evidence </div> | 4 |
| | a hearing for a full range of positions ideas and conclusions | | |

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| CHALLENGE | | |
| PROMOTE | divergent and creative perspectives | |

| Essential Questions |
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| 1. What narrative scheme does the author utilize to deliver the plots? 2. What themes does the author create in the narrative? 3. What techniques do writers employ to inform genre and establish, and how can I use them in my own work? 4. How are inclusive, productive discussions created, and what is my role in them? |

| Resources |
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| <i>Catcher in the Rye</i> , a novel by J.D. Salinger College essay exemplars (+/-) “Colleges seek ‘authenticity’ in hopefuls,” an article by Justin Pope “Tip Sheet: An Admissions Dean Offers Advice on Writing a College Essay,” an article by Martha C. Merrill “Expert advice on writing those college app essays,” an article by Beth J. Harpaz |

| Vocabulary | | | | | | | |
|-------------------|---------|-----------|-----------|--------------|-----------|-------------|---------------|
| Aggravate | Appeal | Atheist | Banister | Beret | Blasé | Boisterous | Bourgeois |
| Brassiere | Brassy | Burlesque | Canasta | Carousel | Clinch | Chiffonier | Cockeyed |
| Conceit | Convent | Corridor | Digress | Dough | Expel | Falsetto | Conscientious |
| Fiend | Flitty | Frock | Galoshes | Grippe | Halitosis | Hospitality | Houndstooth |
| Hypocrite | Ironic | Incognito | Jazzy | Jitterbug | lagoon | Louse | Innumerable |
| Intoxicating | Moron | Muffler | Ostracize | Racket | Rake | Monotonous | Nonchalant |
| Provocative | Rile | Rostrum | Snub | Sophisticate | | Spendthrift | |

| Standardized Assessment Correlations (State, College and Career) |
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| <u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment. |

| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 1-3.....pages 1-26</p> <p>Chapter 1</p> <ul style="list-style-type: none"> • Establishment of the narrator (begin discussion of reliability of narrator) • Setting: Holden says he had to “come out here and take it easy” • Significance of Holden’s hatred of everything (the movies, his school, etc.) • Perpetual contradiction of Holden’s accepting and denying blame—the fencing incident, “wasn’t all my fault” <p>Chapter 2</p> <ul style="list-style-type: none"> • Holden is “not crazy about sick people.” What are the implications of this statement? • Holden believes life is a game. <i>Is it?</i> • Holden says, “I get bored when people tell me to act my age.” What do you think of his word choice—<i>bored</i>—in this sentence? • Holden begins railing against all that is “phony” in this chapter. Ongoing discussion: is Holden himself phony or authentic? • In speaking with his professor, Holden seems to accept blame for his fate. Why do you suppose he doesn’t change his behavior? <p>Chapter 3</p> <ul style="list-style-type: none"> • Holden perceives himself to be a “terrific liar.” Do you share his perception? • Based on his behaviors in this chapter—preferring to be “sort of cozy” in his room, antagonizing Ackley, defending Stradlater—what social skills or limitation does Holden seem to possess? • Why might Salinger have made Ackley so physically off-putting? • It is revealed on page 22 that Holden has not yet told his parents about his expulsion. What does this reveal about Holden’s character, his willingness to accept blame? | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 4-7.....pages 26-52</p> <p>Chapter 4</p> <ul style="list-style-type: none"> • Holden notes that Stradlater is a secret slob beneath his conceit...is Holden really this perceptive? • What does it reveal about Holden and the way others perceive him that Stradlater wants him to write his English paper, even though he's flunking out? • Why is Holden so excited about Jane Gallagher? <p>Chapter 5</p> <ul style="list-style-type: none"> • Why does Holden persist in hanging out with people he dislikes, such as Mal Brossard and Ackley? • What is revealed about Holden and his life when he writes the English composition for Stradlater? • Holden says he, "had to feel a little sorry for the crazy..." Reflect to Chapter 1 and where Holden may be. Is this an ironic statement? <p>Chapter 6</p> <ul style="list-style-type: none"> • Analyze the physical confrontation between Holden and Stradlater. What factors led to Holden's anger? What do they reveal about him as a person? <p>Chapter 7</p> <ul style="list-style-type: none"> • Holden takes refuge in Ackley's room—even though he hates him—and says Ackley is dumber than Stradlater—even though he's <i>supposed</i> to hate Stradlater. What is the explanation for this? • Offer textual evidence to support the idea that Holden is passive aggressive. • On pages 48, 50, and 51, Holden makes reference to his sadness and loneliness. How does this impact your understanding of the character and his behavior thus far? | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 8-11.....pages 53-80</p> <p>Chapter 8</p> <ul style="list-style-type: none"> • Holden spends much of Chapter 8 lying...lying to Ernest Morrow’s mother, lying about brain surgery, lying about going to South America with his Grandma. Why? <p>Chapter 9</p> <ul style="list-style-type: none"> • Rather than simply going home and explaining his circumstances to his parents, Holden checks into a hotel and describes himself as “too depressed to care.” What does this say about his relationship with his family? • Explain the significance of Holden’s attempt to book a prostitute. <p>Chapter 10</p> <ul style="list-style-type: none"> • What do we learn about Holden’s family in this chapter? Specifically, what do we learn about Phoebe? • Why might Holden continue to listen to (and dance to) a band he labels as “putrid”? • Why might Holden have continued to “enjoy” the company of the three girls he dubs as “pretty ugly” and “depressing”? <p>Chapter 11</p> <ul style="list-style-type: none"> • In revealing more of the back story between Holden and Jane Gallagher, what is revealed about Holden’s natural tendencies as a human? | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 12-14.....pages 81-104</p> <p>Chapter 12</p> <ul style="list-style-type: none"> • Why is Holden so concerned about the ducks in Central Park? • Why does Holden have such strong feelings of animosity towards the pianist, whom he dubs a show off? • What does it say about Holden’s personality that he claims to feel so sorry for everyone? <p>Chapter 13</p> <ul style="list-style-type: none"> • Holden says of himself, “I’m one of those very yellow guys.” (p.88) Based on what you have read of his actions and words thus far, would you say that’s an accurate statement? • Why doesn’t Holden like seeing the other guy’s face in a fight? • Explain what the hooker debacle reveals about Holden’s character. <p>Chapter 14</p> <ul style="list-style-type: none"> • Explain Holden’s religious beliefs. How does this deepen your understanding of his character? • What personality tendency causes Holden to get into a physical fight again in this chapter? • Cite textual evidence that suggests Holden is, in fact, suicidal. | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 15-17.....pages 105-134</p> <p>Chapter 15</p> <ul style="list-style-type: none"> • The reader meets Sally Hayes in this chapter. In thinking of her, how does Holden define intelligence? • Holden worries about his mother, whom he perceives as fragile. How might this concern explain/justify Holden’s behavior and secrecy? • Is there something symbolic about Holden’s interaction with the nuns? <p>Chapter 16</p> <ul style="list-style-type: none"> • In this chapter, a small boy singing a song cheers Holden up, people going to the movies upset him, and the consistency of a museum comforts him. How do all of these things contribute to the picture you have of Holden’s personality and psyche? <p>Chapter 17</p> <ul style="list-style-type: none"> • Holden is depressed about girls and has a low opinion of guys. Is there anyone he truly likes? • Analyze Holden’s contradictory behavior around Sally. What does it say about his needs and/or his state of mind? | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 18-20.....pages 135-157</p> <p>Chapter 18</p> <ul style="list-style-type: none"> • Why is Holden willing to spend time with people he hates? • Explain Holden’s perspective about the army. <p>Chapter 19</p> <ul style="list-style-type: none"> • Holden’s drink date with Carl Luce goes disastrously bad. Cite textual evidence of Holden’s poor behavior, and then use those examples to broaden your analysis of Holden’s character. <p>Chapter 20</p> <ul style="list-style-type: none"> • Define the symbolic significance of Holden’s bullet-in-the-gut game. • Explain why Holden might have chosen to call Sally, whom he claims to hate. • Describe the bizarre exchanges Holden has with the pianist and the coat check. • There is symbolism in this chapter to contribute to the notion that Holden is both metaphorically and literally <i>lost</i> and <i>broken</i>. Cite examples of symbolism from this chapter that support that hypothesis. • Despite his own inner turmoil, Holden continues to worry about others. Cite an example of this. | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 21-23.....pages 157-180</p> <p>Chapter 21</p> <ul style="list-style-type: none"> • What imagery is in play in the description of Phoebe? Is she being symbolically represented? • Phoebe immediately guesses that Holden has been kicked out of school. Is she perceptive, or is Holden predictable? Support your response with textual evidence. <p>Chapter 22</p> <ul style="list-style-type: none"> • This chapter reveals a great deal about Holden’s character. Consider the way he attempts to explain himself, the one thing he can name that he likes, and the “profession” he aspires to. How do all of these things combine to create a fuller picture of his personality and mental state? <p>Chapter 23</p> <ul style="list-style-type: none"> • Is there something symbolic or thematic about the fact that when Holden’s parents arrive home, they don’t <u>see</u> him? • What is the significance of the role reversal when Holden breaks down crying, and Phoebe comforts him. • Holden claims not to care if he gets caught/seen, yet he continues to sneak around and hide rather than simply go to sleep in his own bed. Why? | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

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| <p>Chapters 24-26.....pages 180-214</p> <p>Chapter 24</p> <ul style="list-style-type: none"> • The entire episode at the Antolini house is somewhat surreal. Some points of focus: <ul style="list-style-type: none"> a. Holden’s attempt to explain his failure b. Holden’s commentary on humankind c. Holden’s guilt at yawning while Mr. A speaks d. Mr. A’s relationship with his wife e. Mr. A’s heavy drinking f. Mr. A’s stroking of Holden’s head <p>Chapter 25</p> <ul style="list-style-type: none"> • Cite textual evidence to support the idea that Holden is both paranoid and a hypochondriac • Holden claims to <i>want</i> to be left alone. Cite examples from the text (from the beginning) that suggest otherwise. • Cite textual evidence to support the idea that Holden cherishes innocence. • Holden gets explosively angry with Phoebe when she attempts to join him in running away. Is he angry with Phoebe or with someone/something else? Explain. • Why is Holden drawn to the carousel in the park? <p>Chapter 26</p> <ul style="list-style-type: none"> • In the final chapter, the narration returns to the present. It is no longer a flashback, recalling the events of the winter. Where <u>is</u> Holden? Why? How does he seem? Cite textual evidence to support your response to the last question. | <p>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. (11-12.R.L.2)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |

Summative Assessment

Meant to measure progress towards **priority** and supporting standards:

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| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution. (11-12.W.3c) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e) |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2) | | |

Focus:

This unit is meant to function as an analysis of narrative form, beginning with a study of *Catcher in the Rye* as the ultimate personal narrative and then moving from an analysis of Holden's personal statement to a development of each student's personal statement through the composition of a college essay and resume. The final assessment(s) of the unit will be a college essay or personal statement (for those not applying to college) and a resume. Instruction following the study of the novel, then, should focus on college essays **and** resume development, including format and proper phrasing.

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| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 2) |
| Unit Type(s) | X Skills-based <input type="checkbox"/> Thematic |
| Pacing | 15 instructional days (five curricular weeks) |

| Overarching Standards (OS) |
|--|
| <p>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. (11.R.L.10)</p> <p>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. (11.R.I.10)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p> |

| CCSS Priority Standards |
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| <p>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. (11-12.R.I.6)</p> <p>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. (11-12.W.2)</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (11-12.W.2c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all</p> |

sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)

CCSS Supporting Standards

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. (11-12.R.L.1)

Determine two or more theme 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. (11-12.R.L.2)

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. (11-12.I.T.1)

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. (11-12.I.T.3)

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. (11-12.W.2a)

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. (11-12.W.2b)

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). (11-12.W.2f)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1a)

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. (11-12.S.L.1c)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings of parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels |
|---|--|--------------------------------|
| DETERMINE ANALYZE | an author's point of view or purpose in a text in which the rhetoric is particularly effective how style and content contribute to the power, persuasiveness, or beauty of a text in which an author's rhetoric is particularly effective | 4 |
| WRITE | informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through <ul style="list-style-type: none"> • effective selection of content • effective organization of content • effective analysis of content | 6 |
| USE | appropriate and varied transitions and syntax to <ul style="list-style-type: none"> • link the major sections of the text • create cohesion • clarify the relationships among ideas and concepts | 3 |
| USE | precise language, domain-specific vocabulary, and techniques to manage the complexity of the topic | 3 |
| ESTABLISH & MAINTAIN | a formal style and objective tone while attending to the norms and conventions of the discipline in which the text is written | 3 |
| INITIATE & PARTICIPATE IN | a range of collaborative discussions <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners on grades 11-12 topics, texts, and issues | 6 |
| RESPOND SYNTHESIZE RESOLVE DETERMINE | thoughtfully to diverse perspectives comments, claims, and evidence made on all sides of an issue contradictions when possible when additional information or research is required to deepen the investigation or complete the task | 5 |

Essential Questions

1. How do authors use language to convey ideas, thoughts, feelings, and images?
2. How does an author's point of view influence me as the reader?
3. Why is thoughtful organization and effective word choice essential in writing informative/explanatory text?

Resources

Their Eyes Were Watching God, by Zora Neale Hurston

Vocabulary

| | | | | | |
|-------------|-------------|--------------|----------------|--------------|------------|
| Affront | Baiting | Clamored | Compelling | Conjectures | Cowed |
| Desecrating | Disengaged | Eulogy | Expound | Futile | Homage |
| Humbleness | Incredulous | Jurisdiction | Indiscriminate | Insinuation | Lacerating |
| Languid | Malice | Mauled | Mien | Ostentatious | Prominence |
| Prosperous | Prostrating | Pugnacious | Resignation | Saunter | Scorning |
| Sodden | Submission | Subtle | Sullen | Suppressed | Transients |
| Treacherous | | | | | |

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

| Points of Emphasis Chapter 1pages 1 - 7 | Standards Addressed: |
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| <p>Focus Points:</p> <ul style="list-style-type: none"> • Use of the frame story • Use of ethnic dialect • Use of omniscient narrator • Use of flashback • Characterization <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • What might Hurston be trying to show the reader regarding power and control dynamics? • Societal views on gender • How does the porch sitters' conversation reflect the expectations and roles of men and women during the early 20th century? • How can an omniscient narrator tell the story at the same time that the novel's heroine, Janie, also tells her story? • Might these voices reflect different parts of Janie or does the omniscient narrator reveal another side? • How does Hurston develop character in this first chapter? | <p>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. (11-12.I.T.6)</p> <p>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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>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. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme 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. (11-12.R.L.2)</p> <p>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. (11-12.I.T.3)</p> <p>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. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> |

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| | <p>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. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |
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| Points of Emphasis Chapter 2.....pages 8-20 | Standards Addressed: |
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| <p>Focus Points:</p> <ul style="list-style-type: none"> • Power and control: race and gender • Personal and ethnic identity <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How do Nanny’s assessment and choices rely on the societal beliefs that surround her regarding the roles of men and women and their ethnicity? • How does Nanny use power to control? • Describe the relationship between Nanny and Janie. | <p>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. (11-12I.T.6)</p> <p>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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)</p> <p>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. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>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. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme 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. (11-12.R.L.2)</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific</p> |

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| | <p>individuals, ideas, or events interact and develop over the course of the text. (11-12.L.T.3)</p> <p>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. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |
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| Points of Emphasis Chapters 3-9.....pages 21-93 | Standards Addressed: |
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| <p>Focus Points:</p> <ul style="list-style-type: none"> • Gender roles • Antagonist and foil • Social norms • Nature—Symbol and setting • Judgment by self and society <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How do Logan's views of women and white people shape the way he treats Janie? How do these views affect Janie and Logan's marriage? • How does Joe's view of men's | <p>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. (11-12.L.T.6)</p> <p>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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)</p> <p>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</p> |

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| <p>and women's roles affect his behavior toward Janie?</p> <ul style="list-style-type: none"> • Are Joe's controlling actions a display of real love? • Compare Logan's and Joe's treatment of Janie. Consider how the men's treatment of her connects to today's media images of women. | <p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>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. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme 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. (11-12.R.L.2)</p> <p>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. (11-12.I.T.3)</p> <p>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. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |
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| Points of Emphasis Chapters 9-20.....pages 88-193 | Standards Addressed: |
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| <p>Focus Points:</p> <ul style="list-style-type: none"> • Societal views of gender and ethnicity • Identity • Character development <p>Possible journal/discussion prompts:</p> <ul style="list-style-type: none"> • How does Tea Cake fall prey to societal views both of gender and of ethnicity? • Why does Tea Cake use violence with Janie? • What is the community's perception of Tea Cake and Janie's relationship after the physical abuse? • Explain how the expected role within relationships and definitions of love contribute to this perception. • Compare Tea Cake's control with that of Janie's first two husbands. • Is Janie more or less important than the minor characters? • Discuss Janie's development from the young woman under the pear tree to her life as Mrs. Killicks, Mrs. Starks, and Mrs. Woods. How has she changed? How has she remained the same? • To what extent does Janie realize Tea Cake's oppression and her society's oppression in general? • What is the meaning of the title? • Explain: "Ah done been tuh de horizon and back and now Ah kin set heah in mah house and live by comparisons." | <p>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. (11-12.I.T.6)</p> <p>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. (11-12.W.2)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)</p> <p>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. (11-12.S.L.1)</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>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. (11-12.R.L.1) (11-12.I.T.1)</p> <p>Determine two or more theme 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. (11-12.R.L.2)</p> <p>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. (11-12.I.T.3)</p> <p>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. (11-12.W.2b)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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-</p> |

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| | <p>reasoned exchange of ideas. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> |
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| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 3) |
| Unit Type(s) | X Skills-based <input type="checkbox"/> Thematic |
| Pacing | 18 instructional days (six instructional weeks) |

| Overarching Standards (OS) |
|--|
| <p>By the end of grade 12, 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. (11.R.L.10)</p> <p>By the end of grade 12, 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. (11.R.I.10)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p> |

| CCSS Priority Standards |
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| <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>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. (11-12.W.1b)</p> <p>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. (11-12.W.1c)</p> |

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.1d)

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. (11-12.S.L.1)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

CCSS Supporting Standards

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. (11-12.R.L.1)

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. (11-12.R.L.2)

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. (11-12.I.T.1)

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. (11-12.I.T.6)

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. (11-12.W.1a)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1a)

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. (11-12.S.L.1c)

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. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels |
|--|--|--------------------------------|
| DETERMINE | two or more central ideas of a text | 6 |
| ANALYZE | the develop of central ideas over the course of a text: <ul style="list-style-type: none"> • how they interact • how they build on one another | |
| PROVIDE | an objective summary of the text | |
| WRITE | arguments to support claims <ul style="list-style-type: none"> • valid reasoning • relevant evidence • sufficient evidence | 5 |
| DEVELOP | claims and counterclaims fairly and thoroughly <ul style="list-style-type: none"> • supplying most relevant evidence • pointing out strengths • pointing out limitations | 5 |
| USE | words, phrases, clauses, and varied syntax to: <ul style="list-style-type: none"> • link major sections of the text • create cohesion • clarify relationships between: <ol style="list-style-type: none"> a. claims and reasons | 5 |

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|---|---|---|
| | <ul style="list-style-type: none"> b. reasons and evidence c. claims and counterclaims | |
| ESTABLISH & MAINTAIN | formal style and objective tone <ul style="list-style-type: none"> • attending to norms and conventions of the discipline | 4 |
| INITIATE & PARTICIPATE IN BUILD EXPRESS | a range of collaborative discussions: <ul style="list-style-type: none"> • one-on-one • groups • teacher-led on the ideas of others one's own ideas clearly and persuasively | 4 |
| WORK | with peers to: <ul style="list-style-type: none"> • promote civil discussions • promote democratic decision-making • set clear goals/deadlines • establish individual roles | 4 |

Essential Questions

1. What are Hosseini's central ideas, and how are they presented?
2. How do I create an effective, supported position using the conventions of rhetorical discourse and standard citation?
3. How do I acknowledge, evaluate, and ultimately refute alternative points of view?
4. What is my role in collaboration with others in the exchange of ideas toward a common goal?

Resources

The Kite Runner, by Khaled Hosseini
 A PBS timeline of the political history of Afghanistan:
http://www.pbs.org/newshour/indepth_coverage/asia/afghanistan/timeline/index.html
 Brimson, Samuel. *Nations of the World: "Afghanistan"*
 Supplemental informative texts: (handouts)

- Afghanistan
- Islam
- The Taliban

Vocabulary

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|-------------|------------|--------------|------------|--------------|-------------|-----------|
| Affluent | Notorious | Unscrupulous | Congenital | Render | Oscillate | Reverie |
| Garrulous | Veracity | Obstinate | Chortle | Aloof | Melee | Vehement |
| Imbecile | Nemesis | Oblivious | Feigned | Nuance | Trepidation | Abhor |
| Indignation | Integrity | Curt | Shirk | Austere | Havoc | Imminent |
| Guileless | Harry | Anonymous | Interlude | Embody | Façade | Alter ego |
| Grimace | Nonchalant | Blood money | Incessant | Pragmatic | Ruminate | Furtive |
| Melancholic | Rueful | Presumptuous | Oblivion | Contemptuous | | |

| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 1-3.....pages 1-23</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Setting in time and narrative sequence • Setting in place (Kabul, Afghanistan) • Character development: Amir, Hassan, Baba • Cultural issues: Pashtun vs. Hazara; Sunni Muslim vs. Shia Muslim; Islamic Fundamentalists vs. liberal Afghans <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Compare living in Ledyard with living in Afghanistan • What social classes are emerging so far in the story? • Describe the relationship between Amir and his father. • Describe the relationship between Hassan and Ali. • "...there is only one sin, only one. And that is theft. Every other sin is a variation of theft" (17). • "I was always learning things about Baba from other people" (18). | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 4-5.....pages 24-47</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Signs of Amir’s story-telling talent • Cultural issues: the coup by Daoud Khan • Character introduction: Assef • Character development: Rahim Khan as nurturer of Amir when Baba is not • Amir’s emerging personality <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • What does Amir mean when he says on page 36, “Huddled together in the dining room and waiting for the sun to rise, none of us had any notion that a way of life had ended.”? • Is there a symbolic significance to the disfigurement of both Ali and Hassan. If so, please explain it. • What might explain Amir’s need to treat Hassan as an inferior? • “<i>But he’s not my friend!</i>” almost blurted. <i>He’s my servant!</i> Had I really thought that?” • In what ways does Hassan demonstrate equal or greater intelligence and courage than | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| Amir? | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 6-7.....pages 48-79</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Recurring conflict/theme: Amir's desire (and inability) to please Baba • The kite competition and its aftermath • Cultural issues: Wali's opposition to what Assef wants to do to Hassan, and Assef's suggestion that it's okay because Hassan is a lesser Hazara • The responsibility of friendship <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Reflect upon the title of the novel and what it suggests about the focus of the story. • Why do you think Amir chose not to intervene when he saw the three boys attacking Hassan? What does this reveal about Amir's character? • "Then maybe my life as a ghost in this house would finally be over...And maybe, just maybe, I would finally be pardoned for killing my mother" (56). • To what extent should Amir be blamed for the attack on Hassan? • "In the end, I ran" (77). | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 8-9.....pages 80-109</p> <p>Focal points:</p> <ul style="list-style-type: none"> • The change in the relationship between Amir and Hassan • Cultural issues: Rahim Khan almost married a Hazara, but his father sent the girl and her family away in disgrace <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Compare and contrast Amir’s behavior or reaction when seeing Hassan being raped with Hassan’s behavior when Amir begins hitting him with pomegranates. What do their respective behaviors reveal about their loyalty and strength of character? • Does Amir finally win Baba’s love? • “I finally had what I’d wanted all those years” (85). • “That was the night I became an insomniac” (86). • Describe the nature of Amir’s guilt. • How should have Amir have acted at the birthday party when he saw Assef? • Why does Rahim Kahn choose this moment to describe his scandalous engagement? • “In the end, the world always wins” (99). • “I wondered how and when I’d become capable of causing this kind of pain (105). • Is Baba’s forgiveness of Hassan | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| <p>an act of betrayal?</p> <ul style="list-style-type: none"> • Can Amir be a sympathetic character? “I was sorry, but I didn’t cry and I didn’t chase the car” (109). | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 10-11.....pages 110-142</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Jump in setting in time (1975 to 1981 for chapter 10) • Jump in setting in time and place (1981 Afghanistan to 1983 California for chapter 11) • Cultural issues: changes in government and society necessitate leaving Kabul • Character development: Baba of Afghanistan vs. Baba of California • Character introduction: Soraya <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Contextualize the date of Chapter 10 with Afghan history. • What might be the purpose of including Kamal in Chapter 10? What do you suppose he might represent? • Explain the following quotes: Amir silently: “Do you have to always be the hero?” (115) Baba: “Haven’t I taught you anything?” (116) • How does Baba’s sense of honor make it difficult for him to adjust to American culture? • Explain the metaphor: American was a river, roaring along unmindful of the past (136). • How is it that Amir can accept a woman whose past involves scandal? | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 12-13.....pages 143-189</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Amir’s courtship (and marriage) of Soraya • Baba’s illness • Cultural issues: General Taheri’s ideas about Amir speaking to Soraya, his ideas about work, etc. <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Amir experiences a number of milestones in these two chapters. Citing specific textual evidence, track his path to true manhood. • Compare and contrast American and Afghan courtship. • Baba believes that he taught Amir to be a man. How? • “In the rearview mirror, Baba was hobbling up the Taheris’ driveway for one last fatherly duty” (163). List four to five examples of fatherly duties. • Now that Amir is a young man, have the reader’s feelings changed about him? Explain. • “I realized how much of who I was, what I was, had been defined by Baba and the marks he had left on people’s lives” (174). • Explain how Amir feels terrified now that Baba is gone. • Describe the ways in which Hassan is still affecting Amir. | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of</p> |

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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 14-17.....pages 190-223</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Jump in setting in time (to 2001) and place (visit to Pakistan) • Cultural issues: Rahim Khan’s description of what has become of Kabul • Narrative shift (chapter 16) to Rahim Khan as narrator • Revelation of Baba as the father of Hassan <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • What does it say about Rahim Khan that he seems to have known all along what happened to Hassan, yet he did not tell Baba? • Contextualize Rahim Khan’s description of Kabul with Afghan history—the Northern Alliance and, ultimately, the Taliban. • In what ways did age soften both Baba and General Taheri? • How has Afghanistan changed since the Russian occupation? • Describe the ways in which Hassan found joy in his life. • In chapter 17, the reader once gain expects Amir to do the right thing. How do you judge his response? • What does Amir mean when he says, “Maybe Baba was right” (221). | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 18-19.....pages 224-242</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Jump in setting to Afghanistan from Pakistan in chapter 19 • Cultural issues: Farid’s distaste for Amir because Amir had the luxury of escaping Afghanistan • Amir’s new understanding of his father • One last chance at redemption. <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • “I was learning that Baba had been a thief” (225). • “Baba and I were more alike than I’d ever known” (226). How? • What is it about his homeland that Amir has never understood? | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of</p> |

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| | <p>formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 20-21pages 243-272</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Jump in setting in place to Kabul in chapter 20 • Cultural issues: Zaman’s willingness to sacrifice a child to the Taliban official in order to keep peace/protect the others; the Taliban’s stoning to death of the adulterers during halftime of the soccer game • Influence of the Taliban • Use of flashback <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Summarize some of the many rules/laws enforced by the Taliban—supplement with research. • In what ways does Amir learn about himself? • Describe how the Taliban has influenced life in Kabul • Should Zaman be blamed for “cooperating” with the Talib official? • What is the point of the flashback? • What does the scene of the stoning contribute to the overall storyline? | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapters 22-23.....pages 273-310</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Climax of the plot: Amir vs. Assef for possession of Sohrab • Character foils: Amir and Assef • Amir’s transformation • Rahim Khan’s letter • Rahim and Farid • Farid’s changed opinion of Amir • Amir’s continued self-flagellation <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • What does Rahim’s letter contribute to Amir’s search for redemption? • Describe Rahim and Farid’s similarities. • How does Farid’s opinion of Amir change? • “What had I ever done to right things” (303). Why does Amir continue to feel self-hatred even after he successfully confronts his childhood enemy? • How do Amir’s actions parallel those of his father? • Where do you think Amir gets his newfound courage? • How does Assef justify his actions? • How do Sohrab’s actions parallel those of his father? • “Healed at last. I laughed” (289). • Is Amir right when he says to himself: “You’re gutless...And that’s not such a bad thing | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of</p> |

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| <p>because your saving grace is that you've never lied to yourself about it."</p> | <p>formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapter 24.....pages 311-343</p> <p>Focal points:</p> <ul style="list-style-type: none"> ● Amir's coming to terms with his past ● Adoption and immigration ● The importance of family relationships ● State of the country ● Irony <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> ● What is significant about Amir's conversation with Sohrab? ● Amir feels "unexpected anger at the way [his] countrymen were destroying their own land" (321). Describe the ways in which this is true. ● Describe the irony in this chapter. | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> |

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| | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Spell correctly. (11-12.L.2b)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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| Points of Emphasis: | Standards Addressed: |
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| <p>Chapter 25.....pages 344-372</p> <p>Focal points:</p> <ul style="list-style-type: none"> • Foreshadowing • Sohrab’s attempted suicide • Religion • Redemption • Future <p>Possible journal/discussion topics:</p> <ul style="list-style-type: none"> • Explain: “I had been the entitled half, the society-approved, legitimate half, the unwitting embodiment of Baba’s guilt” (359). • How does this chapter demonstrate that Amir has finally healed physically, spiritually, and emotionally? • What kind of a father will Amir become? • What is the significance of the last line? | <p>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. (11-12.R.I.2)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.R.L.1)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>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. (11-12.S.L.1a)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of</p> |

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| | <p>formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)</p> |
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Summative Assessment

Meant to measure progress towards **priority** and supporting standards:

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| <p>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. (11-12.R.1.2)</p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)</p> | <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)</p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> |
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Part 1: 25 – 30 questions based on author’s style, vocabulary, character development, use of literary devices, and theme. These questions should not be about plot.

Examples:

- _____ 1. Amir’s relationship with Hassan can best be described as:
a) competitive b) loving c) hostile d) ambivalent

- _____ 2. Babe rejects chemotherapy because it:
a) is only palliative b) available in the U.S. c) garrulous d) would be administered by a Russian doctor

- _____ 3. Catharsis comes when Amir:
a) proposes to Soraya b) physically fights Assef c) flies a kite for Sohrab d) cooks dinner for his mother-in-law

Part 2: Research Project

Using PowerPoint or another visual aid, present information on one of the following areas.

- a. Afghan history b. Afghan politics c. Afghan women d. Afghan culture
- e. Social classes f. Education g. National integration h. Geography

Your research should come from four sources and roughly cover the years 1975 – 2000. Your presentation will include a discussion of your information and conclusions drawn from the research.

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| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Analyzing and Using Varied Crafts and Structures (Unit 4) |
| Unit Type(s) | X Skills-based <input type="checkbox"/> Thematic |
| Pacing | 18 instructional days (six curricular weeks) |

| Overarching Standards (OS) |
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| <p>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. (11.R.L.10)</p> <p>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. (11.R.I.10)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> <p>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. (11-12.L.6)</p> |

| CCSS Priority Standards |
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| <p>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. (Include Shakespeare as well as other authors.) (11-12.R.L.4)</p> <p>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. (11-12.R.L.5)</p> <p>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. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)</p> <p>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. (11-12.S.L.3)</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make</p> |

effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. (11-12.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11-12.L.4a)

Consult general and specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11-12.L.4c)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

CCSS Supporting Standards

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. (11-12.R.L.1)

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. (11-12.R.L.2)

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). (11-12.R.L.3)

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). (11-12.R.L.6)

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. (11-12.I.T.1)

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. (11-12.I.T.2)

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). (11-12.I.T.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. (11-12.I.T.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. (11-12.I.T.6)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

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. (11-12.W.1a)

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. (11-12.W.1b)

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. (11-12.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

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. (11-12.W.2a)

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. (11-12.W.2b)

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. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)

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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1)

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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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. (11-12.S.L.1c)

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. (11-12.S.L.1d)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Spell correctly. (11-12.L.2b)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). (11-12.L.4b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Essential Questions

1. What is the function of diction in literature?
2. How do authors' aesthetic choices function to create meaning?
3. What elements do speakers need to employ to create effective oration?
4. How can effective syntax and precision and expressiveness of word choice enhance writing?

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Resources

Hamlet, a play by William Shakespeare
Hamlet, a film directed by M. Almereyda, K. Branagh, and F. Zeffirelli
A. Rimbaud poem "Ophelia"
Historical background information
Critical essay – John Dover Wilson "Hamlet and Ophelia"
"Suicide Is Painless" lyrics (MASH)
Kurt Vonnegut "A Man Without a Country"

| Vocabulary | | | | | | |
|------------|-----------|-----------|-------------|----------|--------------|------------|
| Avouch | Buffet | Bier | Bulwark | Amity | Commended | Abhorred |
| Cudgel | Diligent | Dearth | Dalliance | Dirge | Circumscribe | Cleave |
| Conjecture | Calumny | Extremity | Firmament | Gratis | Consummation | Chronicles |
| Incensed | Inter | Germane | Importunate | Felicity | Harbinger | Impious |
| Jocund | Impetuous | Martial | Mandate | Orison | Malefaction | Obscure |
| Perusal | Precept | Paragon | Paradox | Purge | Pestilent | Requite |
| Pate | Prate | Usurp | Portentous | Savory | Temperance | Visage |

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels |
|---|---|--------------------------------|
| DETERMINE | meaning of words and phrases <ul style="list-style-type: none"> • figurative • connotative | 5 |
| ANALYZE | impact of specific word choices on meaning and tone <ul style="list-style-type: none"> • words with multiple meanings • language that is particularly fresh, engaging, or beautiful | |
| ANALYZE | how an author's choices concerning how to structure specific parts of a text contributes to: <ul style="list-style-type: none"> • overall structure • overall meaning • aesthetic impact | 5 |
| ANALYZE | multiple interpretations of a story, drama, or poem | 5 |
| EVALUATE | how each version interprets the source text | |
| EVALUATE | a speaker's <ul style="list-style-type: none"> • point of view • reasoning • use of evidence and rhetoric | 5 |
| ASSESS | <ul style="list-style-type: none"> • stance • premises • links among ideas • word choices • points of emphasis • tone | |
| APPLY | knowledge of language to: <ul style="list-style-type: none"> • understand how language functions in different contexts | 5 |

| | | |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • make effective choices for meaning or style • comprehend more fully when reading or listening | |
| VARY | Syntax for effect | |
| APPLY | An understanding of syntax to the study of complex texts | 5 |
| DETERMINE/CLARIFY | Meaning of unknown and multiple-meaning words | 4 |
| USE | Context as a clue to the meaning of a word or phrase | 4 |
| CONSULT | General and specialized reference material to find: <ul style="list-style-type: none"> • pronunciation • precise meaning • part of speech • etymology • standard usage | 4 |
| DEMONSTRATE | Understanding of: <ul style="list-style-type: none"> • figurative language • word relationships • nuances in word meanings | 5 |
| ANALYZE | Nuances in the meaning of words with similar denotations | 5 |

Points of Emphasis

| Act I.....scenes i, ii, iii, iv, and v | Standards Addressed |
|---|--|
| <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Understanding cast of characters and historical background • The cultural transition from Middle Ages to the Renaissance • Definition of tragedy with emphasis on Shakespearean tragedy <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • How Shakespeare creates tone and foreshadowing • Literary devices • Cultural understanding of the afterlife <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Understanding cast of characters | <p>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. (11-12.R.L.1)</p> <p>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. (11-12.R.L.2)</p> <p>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. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>Write routinely over extended time frames (time for research,</p> |

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| <ul style="list-style-type: none"> • How Shakespeare creates tone and foreshadowing • Literary devices • Main conflicts and premise <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Gender roles <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Figurative language <p>Possible topics for discussion/journal response of scene v:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Revenge as a moral choice/imperative | <p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11-12.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>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. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> |
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| Act II.....scenes i and ii | Standards Addressed |
|---|---|
| <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Deceit • Reality versus illusion • The politics of family dynamics <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Hamlet's pretext of insanity • Parental authority | <p>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. (11-12.R.L.1)</p> <p>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. (11-12.R.L.2)</p> <p>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. (11-12.R.L.5)</p> |

Possible topics for discussion/journal response of scene ii:

- Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking
- Political intrigue
- Betrayal of trust
- Hamlet's use of the play within a play
- Fiction as the mirror of one's self
- Hamlet's attempt to understand himself

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1)

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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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. (11-12.S.L.1c)

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. (11-12.S.L.1d)

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. (11-12.S.L.3)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)

| Act III.....scenes i, ii, iii, and iv | Standards Addressed |
|---|--|
| <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Fate versus free will versus divine intervention • Reality versus illusion • Personal responsibility <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • The dramatic use of the soliloquy • Ophelia's betrayal of Hamlet <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Hamlet's justification for action • Hamlet's relationship with Horatio and mother <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • The nature of repentance <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Fate versus random timing versus Man's free will • Hamlet's moral response to Polonius' death • Gertrude's moral awakening | <p>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. (11-12.R.L.1)</p> <p>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. (11-12.R.L.2)</p> <p>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. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.S.L.1c)</p> <p>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</p> |

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| | <p>information or research is required to deepen the investigation or complete the task. (11-12.S.L.1d)</p> <p>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. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> |
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| Act IV.....scenes i, ii, iii, iv, v, vi, and vii | Standards Addressed |
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| <p>Points of emphasis:</p> <ul style="list-style-type: none"> Action versus inaction Deception and its consequences Illusion versus reality <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking Gertrude's loyalty <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking Escalation of tension <p>Possible topics for discussion/journal response of scene iii:</p> <ul style="list-style-type: none"> Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking Comic relief Hamlet's compliance with the king <p>Possible topics for discussion/journal response of scene iv:</p> <ul style="list-style-type: none"> Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking Justification for action/violence | <p>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. (11-12.R.L.1)</p> <p>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. (11-12.R.L.2)</p> <p>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. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> <p>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, and audiences. (11-12.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>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. (11-12.S.L.1a)</p> |

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| <p>Possible topics for discussion/journal response of scene v:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Ophelia's genuine insanity • The corrosive effects of corrupt leadership • Characteristics of an effective leader <p>Possible topics for discussion/journal response of scene vi:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Rising action <p>Possible topics for discussion/journal response of scene vii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Claudius' duplicity and manipulation | <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>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. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> |
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| Act V.....scenes i and ii | Standards Addressed |
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| <p>Points of emphasis:</p> <ul style="list-style-type: none"> • Changes in Hamlet's moral code • Hamlet's philosophy regarding free will • Is Hamlet a sympathetic character? <p>Possible topics for discussion/journal response of scene i:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Death as it drives the plot and leads to Hamlet's diminishing sense of empowerment <p>Possible topics for discussion/journal response of scene ii:</p> <ul style="list-style-type: none"> • Student generated questions for discussion and written responses: plot, literal/figurative interpretation, and critical thinking • Hamlet's fatalism • Divine intervention | <p>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. (11-12.R.L.1)</p> <p>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. (11-12.R.L.2)</p> <p>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. (11-12.R.L.5)</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)</p> |

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| | <p>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, and audiences. (11-12.W.10)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. (11-12.S.L.1)</p> <p>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. (11-12.S.L.1a)</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)</p> <p>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. (11-12.S.L.1c)</p> <p>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. (11-12.S.L.1d)</p> <p>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. (11-12.S.L.3)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> |
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Summative Assessment Scoring Rubric

| | Score Point 6 | Score Point 5 | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 |
|--|---|--|--|---|--|---|
| Maintenance of formal style and objective tone (11-12.W.1d) | Unfailing maintenance of both a formal style and an objective tone | Strong maintenance of both formal style and objective tone | Establishment of a formal style and objective tone, characterized by some gaps in continuity | Some evidence of lapses in formality and/or objectivity | Pronounced lapses in formality and/or objectivity | Style is generally informal and/or tone is generally subjective |
| Citation of textual evidence (11-12.R.L.1) | Exemplary integration of relevant textual evidence | Strong integration of largely relevant textual evidence | Acceptable integration of textual evidence | Poor integration of textual evidence or selection of inferior textual evidence | Weak integration of textual evidence, much of which seems irrelevant | No integration of textual evidence |
| Introduction and organization of topic (11-12.W.2a) | Essay contains an exemplary organization of ideas, concepts, and information | Essay contains strong organization of ideas concepts, and information | Essay contains acceptable organization of ideas, concepts, and information with some lapses | Essay contains limited organization of ideas, concepts, and information | Little to non-existent evidence of any organizational structure | No organizational structure evident |
| Use of Transitions (11-12. W.2c) | Exemplary use of words, phrases, and clauses to create cohesion and clarify relationships between ideas | Strong use of words, phrases, and clauses to create cohesion and clarify relationships between ideas | Acceptable use of words, phrases, and clauses to create cohesion and clarify relationships between ideas | Limited use of words, phrases, and clauses to create cohesion and clarify relationships between ideas | Weak use of words, phrases, and clauses to create cohesion and clarify relationships between ideas | No evidence of intentional use of words, phrases and clauses to create cohesion and clarify relationships |
| Command of Standard English (11-12 L.2) | Free of most mistakes in capitalization, punctuation, and spelling | Generally free of mistakes in capitalization, punctuation, and spelling | Contains some mistakes in capitalization, punctuation, and spelling | Contains many mistakes in capitalization, punctuation, and spelling | Contains frequent mistakes in capitalization, punctuation, and spelling | Capitalization, punctuation, and spelling are so poor, they interfere with meaning |

| | |
|----------------------|---|
| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Extending Ideas and Presenting Meaning (Unit 5) |
| Unit Type(s) | <input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic |
| Pacing | 18 instructional days (six curricular weeks) |

| Overarching Standards (OS) | |
|--|--|
| <p>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. (11.R.L.10)</p> | |
| <p>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. (11.R.I.10)</p> | |
| <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> | |
| <p>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. (11-12.L.6)</p> | |

| Priority Standards: CCSS | |
|---|--|
| <p>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. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)</p> | |
| <p>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. (11-12.W.7)</p> | |
| <p>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. (11-12.W.8)</p> | |
| <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.S.L.4)</p> | |
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> | |

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (11-12.L.1b)

Supporting Standards: CCSS

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. (11-12.R.L.1)

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. (11-12.R.L.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. (Include Shakespeare as well as other authors.) (11-12.R.L.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. (11-12.R.L.5)

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. (11-12.I.T.1)

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. (11-12.I.T.2)

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. (11-12.I.T.6)

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. (11-12.I.T.9)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

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. (11-12.W.1a)

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. (11-12.W.1b)

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. (11-12.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

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. (11.12.W.2a)

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. (11-12.W.2b)

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. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)

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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (11-12.W.9)

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”). (11-12.W.9a)

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (11-12.W.9b)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1)

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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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. (11-12.S.L.1c)

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. (11-12.S.L.1d)

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 (11-12.S.L.3)

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. (11-12.S.L.5)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11-12.S.L.1a)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Observe hyphenation conventions. (11-12.L.2a)

Spell correctly. (11-12.L.2b)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (11-12.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11-12.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11-12.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

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. (11-12.L.6)

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels |
|---|--|--------------------------------|
| ANALYZE EVALUATE | multiple interpretations of a story, drama, or poem how each version interprets the source text | 6 |
| CONDUCT NARROW or BROADEN SYNTHESIZE | short as well as more sustained research projects to: <ul style="list-style-type: none"> • answer a question • solve a problem the inquiry multiple sources on the subject | |
| GATHER USE ASSESS INTEGRATE AVOID | relevant information from multiple authoritative print and digital sources advanced searches effectively strengths and limitations of each source information into the text to maintain flow of ideas plagiarism and overreliance on any one source | |
| PRESENT CONVEY | Information, findings, and supporting evidence A clear and distinct perspective such that: <ul style="list-style-type: none"> • listeners can follow the reasoning • alternative/opposing perspectives are addressed • organization is appropriate | |
| DEMONSTRATE | command of the conventions of standards English when: <ul style="list-style-type: none"> • writing • speaking | |
| RESOLVE | issues of complex or contested usage by consulting references | |

| Essential Questions |
|---------------------|
| |

| Standardized Assessment Correlations (State, College and Career) |
|--|
| Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment. |

| Resources |
|-----------|
| |

| Vocabulary |
|------------|
| |

| | |
|----------------------|---|
| Subject(s) | English language arts |
| Grade/Course | Grade 12 |
| Unit of Study | Extending Ideas and Presenting Meaning (Unit 5) |
| Unit Type(s) | <input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic |
| Pacing | 18 instructional days (six curricular weeks) |

| Overarching Standards (OS) | |
|--|--|
| <p>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. (11.R.L.10)</p> | |
| <p>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. (11.R.I.10)</p> | |
| <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (11-12.W.5)</p> | |
| <p>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. (11-12.L.6)</p> | |

| Priority Standards: CCSS | |
|---|--|
| <p>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. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.R.L.7)</p> | |
| <p>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. (11-12.W.7)</p> | |
| <p>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. (11-12.W.8)</p> | |
| <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.S.L.4)</p> | |
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11-12.L.1)</p> | |

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (11-12.L.1b)

Supporting Standards: CCSS

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. (11-12.R.L.1)

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. (11-12.R.L.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. (Include Shakespeare as well as other authors.) (11-12.R.L.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. (11-12.R.L.5)

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. (11-12.I.T.1)

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. (11-12.I.T.2)

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. (11-12.I.T.6)

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. (11-12.I.T.9)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)

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. (11-12.W.1a)

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. (11-12.W.1b)

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. (11-12.W.1c)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.1d)

Provide a concluding statement/section that follows from/supports the argument presented. (11-12.W.1e)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and info clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)

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. (11.12.W.2a)

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. (11-12.W.2b)

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. (11-12.W.2c)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11-12.W.2d)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11-12.W.2e)

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). (11-12.W.2f)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (11-12.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (11-12.W.3b)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (11-12.W.3c)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (11-12.W.3d)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (11-12.W.9)

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”). (11-12.W.9a)

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (11-12.W.9b)

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, and audiences. (11-12.W.10)

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. (11-12.S.L.1)

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. (11-12.S.L.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.S.L.1b)

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. (11-12.S.L.1c)

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. (11-12.S.L.1d)

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 (11-12.S.L.3)

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. (11-12.S.L.5)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.S.L.6)

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11-12.S.L.1a)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Observe hyphenation conventions. (11-12.L.2a)

Spell correctly. (11-12.L.2b)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.3)

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (11-12.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (11-12.L.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). (11-12.L.4b)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11-12.L.4c)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (11-12.L.4d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11-12.L.5a)

Analyze nuances in the meaning of words with similar denotations. (11-12.L.5b)

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. (11-12.L.6)

Unwrapped Priority Standards

| Skills <i>What must students do?</i> | Concepts <i>What must students know?</i> | Bloom's Taxonomy Levels |
|---|--|--------------------------------|
| ANALYZE EVALUATE | multiple interpretations of a story, drama, or poem how each version interprets the source text | 6 |
| CONDUCT NARROW or BROADEN SYNTHESIZE | short as well as more sustained research projects to: <ul style="list-style-type: none"> • answer a question • solve a problem the inquiry multiple sources on the subject | |
| GATHER USE ASSESS INTEGRATE AVOID | relevant information from multiple authoritative print and digital sources advanced searches effectively strengths and limitations of each source information into the text to maintain flow of ideas plagiarism and overreliance on any one source | |
| PRESENT CONVEY | Information, findings, and supporting evidence A clear and distinct perspective such that: <ul style="list-style-type: none"> • listeners can follow the reasoning • alternative/opposing perspectives are addressed • organization is appropriate | |
| DEMONSTRATE | command of the conventions of standards English when: <ul style="list-style-type: none"> • writing • speaking | |
| RESOLVE | issues of complex or contested usage by consulting references | |

| Essential Questions |
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| Standardized Assessment Correlations (State, College and Career) |
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| Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment. |

| Resources |
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| Vocabulary |
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