Grades 9-12 English Language Arts
HN English 11

"HOW TO GUIDE" : WRITE WITH PURPOSE

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

Catholic Identity

Summary

Important knowledge required for getting started in English for the term.

Class guidelines and procedures that link to directly towards contributing to a equitable classroom environment.

Review of MLA format and its application to writing.

Tips to build strong confident writers.

Unit Goals

Understand the importance of personal responsibility.

Big Ideas

Knowledge is Power

Enduring Understandings

Literature is a means of communication.

Content

central ideas and messages

Resources

Skills

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Essential Questions

1. What is my responsibility to myself?
2. What is my responsibility to the world?
3. How do I know what is true?
4. What is a life well-lived?
5. What control do I have in my life?
6. What is freedom?

Stage 2: Assessment Evidence

Resources

Stage 3: Learning Plan

Learning Experiences

Collaborative Learning: Students break into groups and work collaboratively to research MLA and writing with purpose.

Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes

Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts

Technology Integration

Class website

Resources

* CLASS WEBSITE- ALL HANDOUTS ETC. (<http://teacherweb.com/OH/TrinityHighSchool/MissGRamirez/wqr1.aspx>)

Grades 9-12 English Language Arts
HN English 11

SUMMER READING: The Member of the Wedding/The Grapes of Wrath

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. 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 audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. 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.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. 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.

W.11-12.2b. 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 audiences knowledge of the topic.

W.11-12.2c. 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.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. 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).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. 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.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. 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).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. 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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 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).

W.11-12.9b. Apply grades 1112 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]).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Catholic Identity

Holy Cross Values

Excellence

Empowering each student to become a lifelong learner

Inclusiveness

We value each person and welcome one another.

Discipline

We challenge each student in mind, spirit and body.

Option for the Poor

Our students hold responsibility for the future.

Integrity

True education fosters the formation of hearts.

Summary

Students read, discuss and analyze novels read over summer

*The Member of the Wedding*

*The Grapes of Wrath*

Unit Goals

Understand and analyze historical and cultural context of contemporary literature.

Understand the importance of personal responsibility.

Big Ideas

Literature Connects to Real Life

Enduring Understandings

1. Literature presents a unique, distinctly universal voice.
2. Literature is a source of personal identity.
3. Literature helps people to understand human nature.
4. Literature is a means of communication.
5. Understanding is created through dialogue, which can occur within a speaker, between speakers, between a reader and a text, and between a writer and a text.

Content

*The Member of the Wedding*

*The Grapes of Wrath*

central ideas and messages

characterization and setting

prevailing literary devices: themes,imagery, motifs, symbols, tone and mood of the reading and supporting materials

Resources

Skills

Identify and evaluate the components of specific literature

Identify and evaluate the causes and effects gender roles and societal norms.

Draw conclusions about social conditions of the time period.

Understand and analyze historical and cultural context of contemporary literature.

Identify and analyze rhetorical devices, including paradox and repetition.

Identify and analyze tone, imagery, voice, personification, and sound devices.

Analyze and trace elements of an argument, including claim, reasons, evidence and counterargument. Synthesize inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

Identify and interpret allusions.

Make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

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.

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.

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 audiences knowledge level, concerns, values, and possible biases.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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 audiences knowledge of the topic.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Essential Questions

1. What is my responsibility to myself?
2. What is my responsibility to the world?
3. How do I know what is true?
4. What is a life well-lived?
5. What control do I have in my life?
6. What is freedom?
7. How does viewing literature through a critical lens affect the analysis?
8. How have literary genres changed to reflect our multicultural society?
9. How does modern literature affect our culture today?
10. Have morals and ethics within our culture changed through history?

Stage 2: Assessment Evidence

Resources

Stage 3: Learning Plan

Learning Experiences

Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period.

Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.

Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts

Cooperative Learning: In small groups students will find examples of the various elements of Contemporary Literature. Students can share these with the class and use these to open discussion about the themes of the texts.

Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.

Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the novel differ from our lives today? How do these differences impact the literature?

Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.

Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Resources

* Dorothea Lange - my pinterst board (<https://www.pinterest.com/ginaannramirez/dorothea-lange/>)

Grades 9-12 English Language Arts
HN English 11

Fahrenheit 451

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

7. Understand that faith is a gift from God (CCC 552).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.11-12.1. 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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Reading: Informational Text

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.11-12.2. 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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors 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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. 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 audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. 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.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. 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.

W.11-12.2b. 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 audiences knowledge of the topic.

W.11-12.2c. 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.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. 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).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. 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.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. 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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 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).

W.11-12.9b. Apply grades 1112 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]).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Holy Cross Values

Reliance on Divine Providence

God is present and active in our world.

Option for the Poor

Our students hold responsibility for the future.

Hope

We hope for a world where justice and love prevail.

Zeal

The convictions of our hearts are translated into the actions of our hands.

Summary

Reading, Written Expression, and Class Discussion

Prose Analysis/Close Reading

Themes, Character Analysis Motifs, Symbols

Informational (nonfiction) Supplements

Unit Goals

Students will understand issues of censorship, individuality , conformity, distraction vs. happiness, action vs, inaction, and personal responsibility.

 Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.

 Students will  understand the themes, symbols, and motifs

Students will gain a better understanding of Puritan theocracy and its effects on ordinary citizens.

 Students will  reading aloud and silently to improve their  comprehension skills.

Students will answer questions to demonstrate their knowledge and understanding of the main events and characters as they relate to the author's theme development.

 Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.

 Students will  write effectively by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively  by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience.

 Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

Big Ideas

Literature Connects to Real LIfe

Enduring Understandings

1. Literature presents a unique, distinctly universal voice.
2. Literature is a source of personal identity.
3. Literature helps people to understand human nature.
4. Literature is a means of communication.
5. Understanding is created through dialogue, which can occur within a speaker, between speakers, between a reader and a text, and between a writer and a text.

Content

central ideas and messages

characterization and setting

prevailing literary devices: themes,imagery, motifs, symbols, tone and mood of the reading and supporting materials

Resources

Skills

Identify and evaluate the components of specific literature

Identify and evaluate the causes and effects gender roles and societal norms.

Draw conclusions about social conditions of the time period.

Understand and analyze historical and cultural context of contemporary literature.

Identify and analyze rhetorical devices, including paradox and repetition.

Identify and analyze tone, imagery, voice, personification, and sound devices.

Analyze and trace elements of an argument, including claim, reasons, evidence and counterargument. Synthesize inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

Identify and interpret allusions.

Make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

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.

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.

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 audiences knowledge level, concerns, values, and possible biases.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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 audiences knowledge of the topic.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Essential Questions

1. How does viewing literature through a critical lens affect the analysis?
2. How does modern literature affect our culture today?
3. Have morals and ethics within our culture changed through history?
4. How does this story affect individuals and society in the 21st century?
5. How do people engage in social protest?
6. What is the importance of literacy in society?
7. What is the importance of books? Why read?
8. What is a point or theme learned from the story or narrative?

Stage 2: Assessment Evidence

Prose Analysis/Close Reading

Not Available: Written Assessment

Discussion

Formative: Class Discussion

Discussion of content: essential questions, messages, themes.

Comprehension

Not Available: Homework

Literary Criticism

Summative: Essay

Culmination of understanding of the novel and its thematic elements and ideas

Resources

Stage 3: Learning Plan

Learning Experiences

Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period.

Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.

Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts

Cooperative Learning: In small groups students will find examples of the various elements of Contemporary Literature. Students can share these with the class and use these to open discussion about the themes of the texts.

Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.

Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the novel differ from our lives today? How do these differences impact the literature?

Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.

Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

Internet Research

Resources

* Anti-Hero TED talk prior knowledge (<http://ed.ted.com/lessons/an-anti-hero-of-one-s-own-tim-adams>)

Grades 9-12 English Language Arts
HN English 11

The Scarlet Letter IN USE

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.11-12.1. 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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.3. Analyze the impact of the authors 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).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors 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.

Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.11-12.7. 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.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. 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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. 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.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3c. 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).

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Reading and Reflection.

Prose Analysis/Close Reading

Themes, Symbols, and Motifs.

Literary Criticism and application of Feminist Theory

Unit Goals

Students will understand issues of crime and
punishment, morality vs. legality, and personal responsibility.

 Students will demonstrate their understanding of the text on four levels: factual, interpretive,
critical and personal.

 Students will  understand the themes, symbols, and motifs

Students will gain a better understanding of Puritan theocracy and its effects on ordinary
citizens.

 Students will  reading aloud and silently to improve their  comprehension skills.

Students will answer questions to demonstrate their knowledge and understanding of the main
events and characters as they relate to the author's theme development.

 Students will enrich their vocabularies and improve their understanding of the novel through
the vocabulary lessons prepared for use in conjunction with the novel.

 Students will  write effectively by developing and organizing facts to convey information. Students
will demonstrate the ability to write effectively  by
selecting and organizing relevant information, establishing an
argumentative purpose, and by designing an appropriate strategy for
an identified audience.

 Students will read aloud, report, and participate in large and small group discussions to
improve their public speaking and personal interaction skills.

Big Ideas

Literature Connects to Real Life

Enduring Understandings

1. Literature presents a unique, distinctly universal voice.
2. Literature is a source of personal identity.
3. Literature helps people to understand human nature.
4. Literature is a means of communication.
5. Understanding is created through dialogue, which can occur within a speaker, between speakers, between a reader and a text, and between a writer and a text.

Content

central ideas and messages

characterization and setting

prevailing literary devices: themes,imagery, motifs, symbols, tone and mood of the reading and supporting materials

Resources

Skills

Identify and evaluate the components of specific literature

Identify and evaluate the causes and effects gender roles and societal norms.

Draw conclusions about social conditions of the time period.

Understand and analyze historical and cultural context of contemporary literature.

Identify and analyze rhetorical devices, including paradox and repetition.

Identify and analyze tone, imagery, voice, personification, and sound devices.

Analyze and trace elements of an argument, including claim, reasons, evidence and counterargument. Synthesize inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

Identify and interpret allusions.

Make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.

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.

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.

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 audiences knowledge level, concerns, values, and possible biases.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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 audiences knowledge of the topic.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

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.

Essential Questions

1. Have morals and ethics within our culture changed through history?
2. . How are Puritan ethics, beliefs, and practices revealed in *The Scarlet Letter* and how do these ethics, beliefs and practices manifest in contemporary society?

2. What are the effects of sin or the perception of sin on people?

3. How are revenge and guilt elements of human nature that have physical, psychological, and emotional manifestations?

4. How do history, culture, emotion, and forces of nature factor in shaping human experience?

5. How can symbolism play a critical role in enhancing the thematic meaning of a work of literature?

6. How and why does Hawthorne expose the hypocrisies of Puritan life?

7. What rights do women have in 17th century America?

Stage 2: Assessment Evidence

Stage 3: Learning Plan

Learning Experiences

Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period.

Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.

Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts

Cooperative Learning: In small groups students will find examples of the various elements of Contemporary Literature. Students can share these with the class and use these to open discussion about the themes of the texts.

Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.

Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the novel differ from our lives today? How do these differences impact the literature?

Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.

Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Resources

* Fire and Brimstone sermon (<https://www.youtube.com/watch?v=fCnQQLUJHb8>)

Grades 9-12 English Language Arts
HN English 11

The Crucible

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

7. Understand that faith is a gift from God (CCC 552).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. 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 audiences knowledge level, concerns, values, and possible biases.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2b. 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 audiences knowledge of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3c. 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).

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Catholic Identity

Summary

Reading, written expression, and class discussion

Prose Analysis/Close reading

Themes, Character Analysis Motifs, Symbols

Informational (nonfiction) Supplements

Literary Criticism

Unit Goals

Understand and analyze historical and cultural context of contemporary literature.

Understand the importance of personal responsibility.

Big Ideas

Literature Connects to real Life

Enduring Understandings

1. Literature presents a unique, distinctly universal voice.
2. Literature is a source of personal identity.
3. Literature helps people to understand human nature.
4. Literature is a means of communication.
5. Understanding is created through dialogue, which can occur within a speaker, between speakers, between a reader and a text, and between a writer and a text.

Content

central ideas and messages

characterization and setting

prevailing literary devices: themes,imagery, motifs, symbols, tone and mood of the reading and supporting materials

Skills

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.

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 audiences knowledge level, concerns, values, and possible biases.

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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.

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Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

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.

Essential Questions

1. What is my responsibility to myself?
2. What is my responsibility to the world?
3. How do I know what is true?
4. What is a life well-lived?
5. What control do I have in my life?
6. What is freedom?
7. How does viewing literature through a critical lens affect the analysis?
8. How have literary genres changed to reflect our multicultural society?
9. How does modern literature affect our culture today?
10. Have morals and ethics within our culture changed through history?

Stage 2: Assessment Evidence

Prose Analysis/Close Reading

Formative: Written Assessment

Literary Criticism

Summative: Comparative Study

Comprehension

Not Available: Homework

Reading comprehension questions taken from readings linked essential question

Instant Theatre

Formative: Recital

Students act out scenes in class environment

Discussion

Formative: Class Discussion

Discussion of events linked to essential questions

Stage 3: Learning Plan

Learning Experiences

Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period.

Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.

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Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.

Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

Internet Research