



21st Century Literature and Writing
English 12

St. Joseph Public Schools

Curriculum

2012 - 2013

Year at a Glance

Name of Unit	Learning Goals	Essential Questions
Unit 1- Our 'Flat World' Voice: Reexamining perspectives, values, and cultures	<ul style="list-style-type: none"> • Students will be able to read and understand common elements in complex non-fiction texts. • Students will be able to practice writing as a recursive process in 21st Century forms— mostly through blogging and social media outlets. • Students will be able to apply critical reading strategies to literature. 	<ul style="list-style-type: none"> • What skills are invaluable in a 'flat world'? • How do 21st century forms of communication— blogging and social media - enhance and empower voice? • How does literature shape perspective, value, and culture?
Unit 2- My Flat World Dream: Embracing integrity, innovation, and individualism.	<ul style="list-style-type: none"> • Students will be able to understand the key elements of fiction. • Students will be able to incorporate skills and strategies of effective writers. • Students will be able to develop syntheses between their writing, reading, and viewing. 	<ul style="list-style-type: none"> • How are "right-brain," innovative thinking skills advantageous in the 'flat world'? • What are the characteristics of effective fiction writing? • What connections can we make among our stories, other works of literature and film, and our future?
Unit 3- Shared Leadership: Developing a resilience against apathy	<ul style="list-style-type: none"> • Students will be able to understand complex non-fiction texts and apply critical reading strategies. • Students will be able to develop expository writing with a strong purpose and a specific audience. • Students will be able to work collaboratively to develop, propose, and implement a "social justice" community project. 	<ul style="list-style-type: none"> • How does globalization affect culture and values? • What are the elements of expository writing? • How do we become informed, dutiful global citizens?
Unit 4- Social Responsibility: Redefining the American dream in a global context	<ul style="list-style-type: none"> • Students will be able to work collaboratively to implement, display, and orally communicate a "social justice" community project. • Students will be able to develop a strong online presence through website design and authorship. • Students will be able to use inquiry-based research (and proper citations) to support a thesis, which centers on the community project. 	<ul style="list-style-type: none"> • How do our actions impact our world? • What are the elements of effective 21st century (online) authorship? • What inquiries emerge from our community projects?

Unit 1—

Our 'Flat World' Voice: Reexamining perspectives, values, and cultures

Unit overview: (Narrative description of unit purpose)

To frame the year and this first unit, the 21st Century Literature and Writing (21LW) students will become acquainted with Thomas Friedman's book *The World is Flat: A Brief History of the 21st Century*. Students will read and practice critical reading strategies to (two to three) excerpts from the book, along with viewing video lecture(s) in order to reach a broad understanding of Friedman's meta-thesis. In brief, Friedman suggests we - citizens of our world-- are living co-dependently as a global economy, coining the phrase "the flat world." Thus, the implications of his theories become important to our cultural, political, and economic understanding of our world and our personal position therein. This text highlights for students, as Americans emerging into post-secondary life, that we are no longer operating in a world of ethnocentric ideas and economic practices, that is our Western culture. Through readings and video clips, students will reexamine the perspectives, values, and cultures of others, while studying theirs as well.

To apply the theories embedded in Friedman's excerpts and lectures, students will study the implications of globalization in the Middle East. Since our country has been militarily involved with several Middle Eastern countries for decades, it is important for the 21LW students to examine the voices and perspectives from this region. As a class, we will look at one perspective together by reading excerpts from *Baghdad Burning: A Girl Blog from Iraq* by Riverbend, as she accounts for her days spent in the American-Iraqi war. Independently, students will read a full novel of choice, which centers on the perspectives of those living in or involved with the Middle East. Although a variety of reading strategies will be emphasized (pre-reading, previewing, re-reading, questioning, connecting, comparing, extending, marking a text for important information), students will focus primarily on the skill of making syntheses between three pieces of literature (finding common universal themes, identifying authors' purpose and perspective, and drawing conclusion based on textual evidence).

The writing component of the unit, which coincides with our reading, will center on the skills and practices of 21st century forms of writing, namely blog authorship. Because we read excerpts in the form of blogging (i.e., *Bagdad Burning*) and discuss the significance of connectivity and communication in *The World is Flat*, students will practice writing recursively in the form of blog authorship. They will use a variety of techniques to develop short, themed pieces specific to blog writing, including use of description, examples, facts, reasons, narratives, explanation; they will also use a variety of techniques to develop entries with effective imagery and figurative language. Throughout the unit students will learn and use common writing terminology, and they will practice writing skills such as showing vs. telling and becoming clear and concrete. Also, they will practice the grammar, usage, and punctuation skills identified in the Academic Vocabulary and Word Study section of this unit. Through blogging, students will discover and situate their voice for the world.

Learning Goals:

By the end of this unit, students will be able to

- Understand and use social networking sites (i.e., blogspot and My Big Campus) responsibly, effectively, and purposefully in order to create and maintain an online presence
- Write in a variety of genres and forms for a specific purpose and audience
- Locate and read literary non-fiction pertaining to a specific theme (more specifically, Middle Eastern literature, commentary, and news)
- Determine central ideas in anchor texts
- Practice critical reading skills - marking texts thoughtfully with questions, natural response, intertextual and personal connections...etc. - while reading complex nonfiction, i.e., *The World is Flat*, *Baghdad Burning*.
- Discern between effective and non-effective writing - practice the six traits.
- Develop brainstorming techniques and pre-writing strategies in a readers / writers notebook
- Understand how to create appropriate tone and mood through word choice and word connotation
- Articulate a thoughtful and well-developed thesis statements, which draws conclusions or is a synthesis
- Use textual evidence from in-class and outside readings to support a main point / thesis
- Understand the relevance of unit one literary material in the context of *The World is Flat*

Anchor Texts:

The World is Flat: A Brief History of the 21st Century by Thomas Friedman

Excerpts Used in Unit One:

- Chapter One: While I was Sleeping
- "Flattener #2: The New Age of Connectivity: When the Web Went Around and Netscape Went Public" (60-77)
- "Flattener #4: Uploading: Harnessing the Power of Communities" (93-126)
- "11/9 vs. 9/11: The Curse of Oil" (626-629)
- "The Unflat World: Too Frustrated" (555-570)

Baghdad Burning: Girl blog from Iraq by Riverbend

Independent Reading Novel (see annotated bibliography)

Key Concepts and Skills:

By the end of this unit students will:

- Read several excerpts from Unit One anchor text(s)—which meet the CCCS ELA 12 text complexity standards—and engage in critical reading skills with guided practice, such as marking texts thoughtfully with questions, natural response, intertextual and personal connections...etc.
- Participate in whole-class readings, as well as independent readings, to understand complex readings and ideas -and their larger implications to the class and world.
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
- Productively participate in class discussions (small group and large group), expressing ideas clearly and concisely so that others can follow them, and productively build on the ideas of others through engaged listening.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- View video clips relating to anchor text(s); understand, make connections, inferences, and syntheses between reading and viewing experiences; practice taking notes and summarizing aural information.
- Locate, read, and examine exemplar blogs (or other forms of digital writing), paying close attention to writer's craft and aesthetic appeal (layout of writing, required links, optional links, pictures, threads...etc).
- Publish and promote personal writing; create an authentic online presence with a specific purpose and audience.
- Understand, recognize, and practice writing skills/ craft and become familiar with the terminology associated with these skill: show vs. tell; imagery; concrete vs. abstract; strong verbs, precise nouns; idea development; organization; voice; sentence fluency; word choice; tone; conventions; purpose, audience.
- Develop ideas / theme for a blog through pre-writing strategies: daybook, journal, graphic organizers...etc.
- Write routinely over extended and short time frames for a variety of audiences and purposes.
- Reinforce the language of the 6 + 1 traits rubric to evaluate writing and to create effective, original writing.
- Practice using deliberate fragments and punctuation for effect—specifically, short, fragmented sentences; colons; semi-colons; dashes; double dash.
- Locate and read a self-selected novel, which pairs with the anchor text *Baghdad Burning*.
- Respond to reading through writing in a variety of forms (discussion threads, journaling, poems, scripts...etc.).
- Demonstrate understanding of reading by restating, paraphrasing, summarizing, critiquing, or composing a personal response / synthesis essay
- Synthesize understandings from a collection of reading, viewing, and discussions; develop a thesis with textual evidence as support.
- Define and effectively use BEAR words list 1-3
- Understand and properly use standard English

Time Span and Unit Sequence: (Length of Unit)

9 Weeks

Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Read alouds
- Finding examples of effective writing
- Quick writes
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- Blog Entry drafts
- 1-2 Essay Drafts
- Reading Quizzes

Summative

- 1 final blog—complete with 8-10 entries-- with evidence of drafts
- 1 final synthesis essay (2-4 pages) connecting anchor texts and self-selected text
- 1 reflective writing which evaluates the student's own writing skills/progress
- Unit One Tests

Academic vocabulary and word study:

Writing and Reading Terminology

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- BEAR words, list 1-3 (see appendix)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Synthesis
- Showing vs. Telling
- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Tone
- Mood
- Organizing/Chunking Information
- Hook/Introduction/Lead
- Conclusion/Clincher
- Conflict (internal, external)
- Strong Verbs
- Precise Nouns
- Active / Passive Voice
- Purpose
- Audience
- MLA Formatting
- Showing
- Telling
- Narrative
- Essay
- Transitions
- Thesis
- Topic Sentence
- Supporting details
- In-text citation
- Signal phrases
- Quote sandwich
- Flowery Language
- Pretentious Language
- Works Cited Page
- Irony
- Dependent Clause
- Plot (exposition, rising action, conflict, complication, climax, falling action, resolution)
- Theme
- Setting
- Plot
- Dialogue
- Style
- Allusion
- Symbols
- Motifs
- Direct Characterization
- Indirect Characterization
- Point of View (first person, second person, third person)
- Fiction
- Non-fiction
- Compare and contrast
- Cause and effect
- Fact and opinion
- Theory and evidence
- Protagonist
- Antagonist

Convention Terminology

- Phrase
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Fused Sentence
- Comma Splices
- Semi-colons
- Colons
- Title Punctuation
- Agreement (noun-verb agreement, pronoun-antecedent)

- Clause
- Independent Clauses

Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert
- Blog archives
- Instructional blog
- Informational blog
- Reviews Post
- List Post
- Interviews Post
- Case studies Post
- Profiles Post
- Link Posts

- Problem Posts
- Contrasting Opinions
- Rant Post
- Weblog
- Blog post
- Macro Post
- Micro Post
- Joint Posts
- Forum
- Blog Network
- Guest blogging
- Inspirational Post
- Research Post
- Collation Posts
- Critique Posts
- Debate Post
- Satirical Post
- Memes and Projects
- Required Link
- Optional Link

Unit 1 Common Core Standards

Reading: Literature

Key Ideas and Details

- 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.
- 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.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- 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.)
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. 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).

Range of Reading and Level of Text Complexity

RL.11-12.10. 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.

Reading: Informational Texts

Key Ideas and Details

- RI.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.
- 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.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, **including the application of constitutional principles** and use of legal reasoning

Range of Reading and Level of Text Complexity

- RI.11-12.10. 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.

Writing

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

Production and Distribution of Writing

- 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 1–3 above.)
- 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.
- 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

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

Range of Writing

- 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

Speaking and Listening

Comprehension and Collaboration

- SL.11-12.1. 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.
 - 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.
- 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.

Language

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - 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.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.
- L.11-12.3. 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.
 - 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.
- L.11-12.4. 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.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - 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.
 - 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).
- L.11-12.5. 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.
- L.11-12.6. 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.



Unit 2- My Flat World Dream: Embracing integrity, innovation, and individualism

Unit overview: (Narrative description of unit purpose)

Unit two, My Flat World Dream, builds on unit one as students continue to study Friedman's theories in the context of integrity, innovation, and individualism. Students will briefly study our global economy, emphasizing the outsourcing of jobs and income to countries like China and India. Through viewing documentary films, reading current non-fiction articles and *The World is Flat* excerpts, students will study the implications of outsourcing -and flattening world-- on the US economy and their prospective occupations. Along with reading, students will write and respond in a variety of forms to readings, viewings, and discussions.

One point Friedman emphasizes frequently is the need for students to become "untouchable," that is, immune to the outsourcing of jobs through innovation, integrity, and individualism. Therefore, in this unit, students will discover and practice ways to engage in their "right-brain" skills and thinking. One way to engage in this kind of thinking is with the National Novel Writing Month endeavor, where students practice the art fiction writing. Throughout November, students will set personal goals, develop unique and interesting stories, and produce over 10,000 words (roughly 30 pages of writing). Furthermore, students will emulate effective writing, as mini-lessons and mentor texts -both teacher selected and student selected-- guide them. Along with practicing fiction writing (and innovative thinking strategies), students will write reflectively and assess their growth as writers. When the drafting process ends in December, students will revise and polish 3-4 pages of their novel, revisiting and building upon revision strategies and skills from units one and two.

Learning Goals:

By the end of this unit, students will be able to

- write often and fluently for the purpose of generating ideas and developing story and characters
- write in the genre of fiction/narrative to practice and control various story elements: plotlines (and subplots), characterization (and character motivation), dialogue, setting, and point of view.
- discern between effective and non-effective writing; practice the six traits of writing
- develop new ideas with brainstorming techniques and pre-writing strategies, i.e., readers / writers notebook, Pinterest, workbook entries...etc.
- understand how to create appropriate tone and mood through word choice and word connotation
- develop and practice revision techniques
- utilize feedback from peer response groups and from teacher response to aid in revision process.
- polish final drafts to be shared in a portfolio / online collaborative portfolio
- reflect over your writing and revision process.
- understand the relevance of readings, both self-selected and teacher-selected

Anchor Texts:

The World is Flat: A Brief History of the 21st Century by Thomas Friedman

Excerpts Used in Unit One:

- “Flattener 5: Outsourcing”
- “The Untouchables: Finding the New Middle” (276-308)
- “The Right Stuff: Tubas and Test Tubes” (308-336)

A variety of teacher-selected mentor texts -- short stories / excerpts from novels / excerpts from student writings

Independent Reading Novel (Fiction)

Key Concepts and Skills

- Read several excerpts from Unit One anchor text(s)—which meet the CCCS ELA 12 text complexity standards—and engage in critical reading skills with guided practice, such as marking texts thoughtfully with questions, natural response, intertextual and personal connections...etc.
- Participate in whole-class readings, as well as independent readings, to understand complex readings and ideas -and their larger implications to the class and world.



- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
- Demonstrate understanding of what a text says (explicitly and inferentially) by restating, paraphrasing, summarizing, critiquing, or composing a personal response.
- Productively participate in class discussions (small group and large group), expressing ideas clearly and concisely so that others can follow them, and productively build on the ideas of others through engaged listening.
- Read a variety of exemplar fictional texts—short stories, book excerpts, student writing, and an outside book of choice—which demonstrate effective writing, and identify use of detail, imagery, word choice, figurative language (simile, metaphor, personification) and other writing devices (brushstrokes, parallelism, anaphora)
- Use elements of fiction:
 - *Plot* (including conflict, internal and external; subplots, complications; motivation and reaction; scene and sequel; climax, resolution, open and closed endings)
 - *Characterization* (including protagonist, antagonist, motive, methods of characterization, dialogue)
 - *Symbolism, setting, point of view, flashback, foreshadowing, and irony*
- Analyze texts (and film) citing evidence to support how writing devices (listed above) and structure create meaning, tone, and mood.
- Determine author's purpose and how ideas are developed in particular sections of a text. Relate this to ways in which they would develop their own ideas.
- Use range-finding exemplars to establish effective vs. ineffective writing: read, discuss, and rank papers according to rubric.
- Use all steps of the writing process
- Write routinely over extended and short time frames for a variety of audiences and purposes.
- Productively participate in writing response groups.
- Use technology to produce and publish individual or shared writing products.
- Use various types of phrases and clauses to add variety to writing.
- Demonstrate understanding of correct manuscript rules.
- Locate and read one independent novel of choice, which suits as a mentor text for student.
- Use BEAR Words, list 4-6, correctly (see attached)

Academic vocabulary and word study:

- National Novel Writing Month (NaNoWriMo)
- Characterization
 - direct
 - indirect
 - protagonist
 - antagonist
 - motivation
 - reaction (MRU Unit)
 - visceral emotion
 - rationale action and speech
 - feeling
 - reflex
 - thought
 - physical
- Setting
 - Place Sketch
- Plot
 - conflict (internal, external, man v. man, man v. nature, man v. society)
 - sub-plot(s)
 - complication
 - climax
 - resolution
 - rising action
 - falling action
 - resolution
- Scene:
 - Goal
 - Problem
 - Disaster
- Sequel
 - Reaction
 - Dilemma
 - Decision
- Symbolism
- Point of View
 - 1st Person
 - Third Person
 - Third Person Subjective
 - Third Person Objective
 - Alternating
 - Omniscient
 - Limited omniscient
- Flashback
- Background information
- Foreshadowing
- Irony
- Suspense / rising tension
- Evidence
- Paraphrasing
- Critique
- Dialogue
- Dialogue tags
- Internal Dialogue
- Blocking
- MLA Works Cited formatting
- Bear/Commonly Confused Words (list 4-6, see appendix)
- Coordinating Conjunctions
- Consistent Verb Tenses
- Context Clues
- 6+1 Traits
- Imagery
- Figurative Language
- Literal Language
- Metaphor
- Simile
- Personification
- Writing Process
- Audience
- Purpose
- Show v. Tell
- Concrete v. Abstract
- General vs. Specific
- Strong Verbs
- Precise Nouns
- Tone
- Mood
- Connotation
- Denotation
- Hooks
- Clincher
- Title Punctuation (chapter titles, novel titles, article titles...etc.)
- Summarizing
- Summarizing / authorial verbs: argues, asserts, compares, concludes...etc.
- Transitions / transitional phrases (see appendix)
- MLA Formatting
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Brushstrokes:
 - Participle phrase
 - Appositive
 - Absolute
 - Adjectives out of order

- Action verbs

Time Span: (Length of Unit)

8 Weeks

Assessment: (Methods used for formative and summative)

Formative

- Idea generation with quickwrites, graphic organizers...etc.
- Daily reflective evaluations
- 4-5 one-page novel excerpts, which demonstrate a specific writing skill
- Class discussion
- Read-alouds
- Peer Response Participation
- Finding examples of effective writing
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Quizzes (Bear Words, grammar / language, mini-lesson)

Summative

- Independent Reading Assessment (a reflective response, in-class essay, or short-answer test)
- Argumentative Essay (applicable to students who do not meet the word-count goal)
- Novel Portfolio
- Semester Objective Test

Academic Vocabulary and Word Study:

Unit 2 Common Core Standards

Reading Literature

Key Ideas and Details

- 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.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- 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.
- RL.11-12.5. 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.

Reading Informational Texts

Key Ideas and Details

- RI.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.
- 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.

Writing

- 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - 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).

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

- 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 1–3 above.)
- 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.
- 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.

Range of Writing

- 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

Speaking and Listening

Comprehension and Collaboration

- SL.11-12.1. 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Language

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - 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.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.4. 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.

Unit 3- Shared Leadership: Developing resilience against apathy

Unit overview: (Narrative description of unit purpose)

Unit three, Shared Leadership, builds on units one and two. Specifically, this unit will focus on the responsibility of global citizens – 21LW students—have, that is, to be informed and equipped to create change and action when needed. Students will learn to address important issues in our society today, many of which Friedman outlines in *The World is Flat*, such as, the injustices within impoverished nations, the exploitation of the middle and lower classes, the implications of cultural globalization, and the homogenization of American cuisine and culture. Moreover, it is important for students to grasp the idea that local, national, and global issues play an integral part in the world’s economy—and humanity. A variety of media and text will be used to frame the critical study of these issues. Ultimately, through the study of such issues students will feel compelled to design and implement a Senior Service Project for change.

First, students will select one novel from a pre-approved list, all of which center on “third-world voices and perspectives.” Students will spend 2-3 weeks reading and discussing collaboratively among literature circle group members. Students will practice close and critical reading skills –more independently—to examine author’s purpose and read through critical theory lenses (specifically Marxist, gender, readers response and historical). Students will extend their readings by locating artifacts representative of the literature (non-fiction articles, video clips, pictures, author bios...etc.); they will display their findings digitally and/or orally. Next, students will read excerpts of Schlosser’s *Fast Food Nation: The Dark Side of the all-American Meal*, along with excerpts of Upton Sinclair’s *The Jungle*. Between both readings and documentary film (*Food Inc.*), students will examine many themes presented: the corruption and capitalistic greed within the food industry, the inequalities and struggles of working-class immigrants, the homogenization of American culture, among others. Students will respond through writing, class discussion, Socratic seminar, and graphic representation.

While reading and studying complex social issues, students will also be in the process of developing a senior project (more in unit four). Unit three’s readings and discussion should serve the purpose of revealing “need” in our local community. Students will spend the majority of unit three developing project ideas and working collaboratively to begin the process of implementation: writing proposals, re-drafting proposals, writing letters of intent to mentors, seeking approval for activities...etc.

Learning Goals:

At the end of this unit, students will be able to

- Develop ideas for Senior Service Project with a variety of strategies (graphic organizers, text annotations, quickwrites, questionnaires..etc)
- write in the genre of technical writing: proposals, logs, business letters of intent, process writing, memos, emails...etc.
- design and begin to implement a multi-faceted - three phrase - project (collaboratively)
- understand and apply critical reading theories (Marxist, gender, historical, reader's response)
- practice critical reading skills - marking texts thoughtfully with questions, natural response, intertextual and personal connections...etc. - while reading complex literary nonfiction, i.e., *The World is Flat*, *Fast Food Nation*, Literature Circle selections
- use **pre-reading strategies** to survey the text, make predictions, and formulate questions
- use **during-reading strategies** appropriate to both the text and purpose for reading by visualizing, making
- use **after-reading strategies** appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
- connections, and using fix-up strategies such as re-reading, questioning, and summarizing.
- synthesize cross-textual themes (i.e. *Fast Food Nation and The Jungle*)

Anchor Texts:

The World is Flat: A Brief History of the 21st Century by Thomas Friedman

Excerpts Used in Unit Three:

- "Globalization of the Local: The Cultural Revolution is About to Begin" (477-488)
- "Developing Countries and the Flat World" (403 - 437)

Fast Food Nation: the dark side of the all-American meal by Eric Schlosser

Related articles from *Rethinking Globalization: Teaching for Justice in an Unjust World*.

The Jungle by Upton Sinclair

Food Inc. -documentary

"The Lesson" by Toni Cade Bambara

Literature Circle Selections:

- *A Long Way Gone: Memoir of a Soldier Boy* by Ishmael Beah
- *Persian Girls* by Nahid Rachlin
- *Rigoberta Menchu: An Indian in Guatemala* by Rigoberta Menchu
- *Kaffir Boy* by Mark Mathabane
- *Our America: Life and Death on the South Side of Chicago* by LeAlan Jones
- *First They Killed My Father* by Loung Ung

Key Concepts and Skills

By the end of this unit, students will

- Use a variety of strategies to develop a Senior Service Project idea; propose one in a formal, written proposal to teacher and peers for approval
- Continue to practice skills from unit one: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences; use semi-colons; use colons to introduce a list or quotation; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly. Combine sentences to avoid wordiness and redundancy.
- communicate effectively with a specific audience through a variety of forms (phone calls, face-to-face meetings, letters, memos, emails...etc.)
- conduct weekly, productive Senior Service Project meetings; record meeting meetings
- record / log group activities weekly / bi-weekly, using effective note-taking strategies
- read short stories ("The Lesson," "The Giving Tree" and "The Lorax") and apply critical literary theories; discuss in small-groups and /or whole-class; respond in writing
- respond to a text by employing personal experiences and critical theory analyses.
- link appropriate experiences and prior knowledge about the topic, author, or type of material to the text
- identify an appropriate purpose for reading the text
- identify questions a reader would expect to be answered by reading the text
- use visual aids to help with comprehension of the text - understanding characters, plot, themes...etc.
- make connections between ideas within the text
- make connections between ideas within the text and relevant prior knowledge
- predict the development of ideas that might logically be included in the text
- summarize or synthesize significant ideas across texts and drawing conclusions based on the information in more than one text
- draw conclusions based upon information from the text
- confirm the usefulness or purpose for reading the text
- predict the development, topics, or ideas that might logically be included if the text were extended
- critique an ad campaign (specifically within the fast food industry), by visually revealing a truth supported by textual evidence
- identify the meta-thesis in anchor text(s) and locate supporting evidence within the body of the text
- use pre-reading strategies for non-fiction texts: read titles and subheadings, skim, ask questions, and make predictions
- identify methods of development -cause and effect, narration, exemplification--used by Schlosser for the purpose of rhetoric (argumentative writing)
- Evaluate the argument of a nonfiction piece: claims, valid reasoning, evidence.



- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
- locate rhetorical devices, such as irony, hyperbole, anaphora, anadiplosis, asyndeton, tone--and appeals to authority, emotion, logic (ethos, pathos, logos)
- identify important events—socially and culturally, politically, and economically—and **understand** their implications on the fast food industry.
- Participate in Socratic seminars and/or class discussion related to short stories and anchor novel with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- own (and use) words I'm not familiar with by determining meaning in context and logging them in my RWNB.
- respond effectively and thoughtfully to the reading by writing in a variety of genres: micro essay, reflective writing, and adbusters.

Time Span: (Length of Unit)

9-10 weeks

Assessment: (Methods used for formative and summative)

Formative

Drafts of Senior Service Project Proposal

Drafts of business-formatted letter

Senior Service Project Meeting Meetings - evidence of note taking

Summarize text(s) through writing

Respond to reading through writing (blog entries, readers / writers notebook entries...etc.)

Class discussion

Read alouds

Small-group discussion

Reading comprehension worksheets / packets

Reading / viewing quizzes

Summative

One final Senior Service Project Proposal

One final, polished letter of intent to project mentor

Ad-Buster graphic campaign with complementary written explanation

One multi-paragraph literary response (For example, an op-ed or letter to the editor, glogster poster, literary analysis...etc.)

Socratic Seminar(s)

One recorded small-group discussion

Unit Three Objective Test

Academic Vocabulary and Word Study:

Reading and Writing

- ethos
- logos
- pathos
- irony
- hyperbole
- repetition and anaphora
- anadiplosis
- asyndeton
- tone
- methods of development
 - description
 - narrative
 - process
 - exemplification / example
 - classification
 - definition
 - analysis
 - compare / contrast
- cause and effect
- argument
- meta-thesis / thesis
- evidence / support
- concession / refutation
- methods of introduction
 - personal narrative/ fiction
 - background introduction
 - imagined scenario
 - quotation from outside text
- Main speaker
- Monologue
- Tone / mood
- Critical theory lenses
 - Gender / Feminist
 - Marxist / Social Class
 - Historical
 - Readers Response
- Parenthetical citation
- Works cited
- Bibliography
- Footnotes / endnotes
- Preface
- Acknowledgments

Unit 3 Common Core Standards

Reading Literature

Key Ideas and Details

- 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.
- 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.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- 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.)

- RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. 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

- 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.)
- RL.11-12.8. (Not applicable to literature)
- 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

- RL.11-12.10. 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.

Reading Informational Literature

Key Ideas and Details

- RI.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.
- 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.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. 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.

Range of Reading and Level of Text Complexity

- RI.11-12.10. 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.

Writing

Text Types and Purposes

- 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.
 - 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.
 - 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.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
 - 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.
 - 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.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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).
- 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.

Speaking and Listening

Comprehension and Collaboration

- SL.11-12.1. 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.
 - 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.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.4. 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.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit 4— Social Responsibility: Redefining the American dream in a global context

Unit overview: (Narrative description of unit purpose)

Units one through three have framed a world context, addressing complex social issues. Unit four builds on the previous units, allowing students to explore an active role as a global citizen. Students will invest much of their time and efforts into developing a Senior Service Learning Project, which began at the end of unit two as a mere thought or inquiry. The Senior Service Project is a culminating assessment for high school seniors; students demonstrate their ability to design and participate in a multi-phased, research-based learning process, while preparing for their future. This project will encompass and highlight many skills--both fundamental and complex English skills (as outlined in the Common Core Standards) and lifelong learning skills, such as time management, collaboration, organization and planning, and self-evaluation (just to name a few.) The last nine weeks of the year are dedicated to facilitating students in the research and completion phases of the project. In unit three, students completed phase one of the project; they developed ideas for their projects, wrote proposals for approval, and addressed a project mentor in business letter format. To begin unit four, students will cultivate an inquiry relating to their project idea. Students spend several weeks locating, reading, and collecting research, which will help them articulate a well-developed thesis statement for a multi-page argument essay. While students research and write in the classroom, their outside time is devoted to completing the project and following a group-generated timeline. After finishing the research writing and project completion, students spend the last four or five weeks packaging their work online in the form of a professionally written and designed website. Culminating the project, students will present their work - a summary, analysis, and reflection—to a diverse audience, practicing the V.E.E.R.P.S. standards and expectations.

Learning Goals:

By the end of this unit, students will be able to

- write in the genre of technical writing: proposals, logs, business letters, process writing, memos, emails...etc.
- design and implement a multi-faceted, three phase service learning project
- develop justification for service learning project through research and writing
- discern between effective and non-effective writing - practice the six traits.
- develop brainstorming techniques and pre-writing strategies in a readers / writers notebook
- develop and practice revision techniques, specifically with smoothly incorporating outside research (quote sandwiches), using transitional words and phrases, refining complex and arguable thesis statements, developing logical organization and sufficient support.
- articulate a thoughtful, well-developed thesis statements, complex and arguable
- practice writing often and fluently
- author and design an authentic website, displaying each component of the senior project: process writing, reflective writing, summary writing, and analysis writing.
- locate and read research articles and (one) lengthy literary non-fiction relating to the service learning project; develop a method for effective note taking and analysis.

Anchor Texts:

The World is Flat: A Brief History of the 21st Century by Thomas Friedman

Excerpt(s) Used in Unit Four:

- “If It’s Not Happening, It’s Because You’re Not Doing It” (489-514)

One independent (non-fiction) book of Choice relating to Service Learning Project and Research

Key Concepts and Skills

- Use a variety of brainstorming / idea generation strategies (pre-writing, article annotation, ink-shedding...etc) in order to develop a Senior Service Project Idea -and research topic
- Continue to practice skills from unit one, two and three: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences; use semi-colons; use colons to introduce a list or quotation; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly. Combine sentences to avoid wordiness and redundancy. Use dashes for effect.
- Communicate effectively with a specific audience through a variety of forms (phone calls, face-to-face meetings, letters, memos, emails...etc.)
- conduct weekly, productive Senior Service Project meetings; record meeting meetings
- record / log group activities weekly / bi-weekly, using effective note-taking strategies
- Draft and develop research (inquiry) questions pertaining to an issues within the Service Learning Project
- Develop effective key search terms for inquiry
- Locate and evaluate sources of information—presented in different formats; use CARS criterion (see word study for Unit Four) to discern between valuable and invaluable sources as per the student inquiry.
- Read, annotate, and cite in MLA format a variety of non-fiction articles that support an analysis of a central research question.
- Demonstrate understanding of reading through paraphrasing and summarizing of self-selected informational texts that support the research question(s).
- Conduct primary research by viewing a 90-minute documentary film or interviewing a reliable person related to the topic of inquiry; respond with writing (letter to teacher, evidence of note taking, short-answer quiz...etc.) to primary research
- Conduct secondary research by reading a non-fiction book (of substantial length); respond to research and reading through writing.
- Develop a system for gathering, paraphrasing, and summarizing research; document research process using a list of sources, notes, questions, annotated bibliography...etc.
- Document research with artifacts, including writing to learn
- Develop and refine claim, thesis, or hypothesis
- Cite sources appropriately using MLA format



- Interpret, analyze and synthesize found information in a cohesive, logically organized product that carefully considers perspectives and audience.
- Draft and produce multiple drafts of a multi-paragraph argument, which effectively develops a claim, provides sufficient and logical support, incorporates a minimum of four balanced sources, effective transitions, clear method(s) of development...etc.
- Use revision strategies (from units one through three) to revise argument essay
- Participate in response groups
- Use a variety of close and critical reading strategies in reading literary texts with a focus on the four steps: summary, description, interpretation, and application / relevance.
- Identify and explain persuasive strategies by which the authors used: imagery, irony, hyperbole, omission, and multiple points of view)
- Use the speaking skills of V.E.R.P.'s to present formally, - appealing to audience comprised of a variety of members - , in order to express the development of a powerful, creative, and critical message.
- Demonstrate the effectiveness of a digital component in a formal presentation.
- Read and comprehend articles within the complexity band of 12th grade reading
- Evaluate own and others' effectiveness in group discussions and formal presentations through teacher-supported conferences and / or written evaluations

Time Span: (Length of Unit)

9 Weeks

Assessment: (Methods used for formative and summative)

Formative

- Research credibility check-ins (folder of research with proper annotations and annotated bibliography)
- Senior Service Project group meetings (with peers and teacher)
- Research proposal
- Multiple Drafts of researched argument essay
- Participating in response groups
- Revision check-ins / sharing
- Website drafts and check-ins
- Drafts of presentation outline
- Reflective writings / peer evaluations
- Quick writes
- Exit slips

Summative

- One independent book response (letter of response, essay, interview, podcast...etc.)
- One primary research response (letter of response, formal notes with reflection...etc.)
- One final draft (4-5 pages) of research argument essay, complete with proper MLA parenthetical citation and works cited.
- Recorded Mentor / Mentee interview (uploaded to website)



- One final presentation outline
- Final Website which displays the information as required on the rubric(s)
- Final Oral Presentation of website and Senior Service Project

Academic Vocabulary and Word Study:

Vocabulary carried over from unit three:

- pathos
- irony
- hyperbole
- repetition and anaphora
- anadiplosis
- asyndeton
- tone
- methods of development
 - description
 - narrative
 - process
 - exemplification / example
 - classification
 - definition
 - analysis
 - compare / contrast
 - cause and effect
 - argument
- meta-thesis / thesis
- evidence / support
- concession / refutation
- methods of introduction
 - personal narrative/ fiction
 - background introduction
 - imagined scenario
 - quotation from outside text
- Main speaker

Research and Writing Terms (continued in unit four)

- Thesis, complex and arguable
- Quote sandwiches
- Authorial verb (phrase)
- Introduction and Explanation
- Logical fallacies

- C.A.R.S.
 - Credibility
 - Accuracy
 - Reasonableness
 - Support
- MLA parenthetical citation
- Works cited
- Working bibliography
 - Annotated bibliography
- Primary Source
- Secondary Source
- Multi-media source
- Web source
- Data base source
- Internet search engines
- Abstract
- Revision Cone
 - Reexamining vision
 - Reexamining Organization
 - Reexamining Voice
 - Reexamining Style (grammar and conventions)
- V.E.E.R.P.S.
 - Volume
 - Enunciation
 - Eye contact
 - Rate
 - Posture
 - Speed

Grammar and Conventions

- Independent Clause
- Dependent Clause
- Coordinating Conjunctions (FANBOYS)
- Subordinating Conjunctions (AAAWWUBBIS)

- Subordinate Clause
- Parallel Structure
- Brushstrokes
 - Participle phrases
 - Absolutes
 - Appositives
 - Adjectives Shifted out of order
 - Action Verbs
- Varied sentence starts
 - Prepositional Phrase
 - Participle Phrase
 - Subordinate Clause
 - Appositives
 - Adverbs
- Conjunctive Adverb
- Dash and Double Dash
- Hyphen (hyphenated compound nouns and adjectives)
- Comma
- Semi-colon
- Colon
- Ellipses
- Bracket
- Parenthesis

Technology Terms

- Website Interface
- Graphics
- Hyperlinks
- Required Links
- Optional Links
- Upload(s)
- Google Docs
- Podcast / recording



Unit 4 Common Core Standards

Reading Informational Literature

Key Ideas and Details

- RI.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.
- 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.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Integration of Knowledge and Ideas

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

Text Types and Purposes

- 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.
 - 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.
 - 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.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
 - 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.
 - 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.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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).
- 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.

- 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.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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

- 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 1–3 above.)
- 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.
- 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

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

Speaking and Listening

Presentation of Knowledge and Ideas

- SL.11-12.4. 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.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

- L.11-12.3. 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.



