

NIAGARA FALLS HIGH SCHOOL – ENGLISH IN GRADE 12

The curriculum in grade 12 provides students with opportunities to develop not only critical literacy skills outlined in the Next Generation English Language Arts Learning Standards but also proficiency in the "Seven C's" of 21st century competencies: Critical thinking, Communication, Creativity, Collaboration, Compassion, Content Mastery, and Cultural Awareness.

Students in grade 12 will take either Reading and Writing seminar, Writing for the Workforce or 12AP.

Differences in the degree of instructional scaffolding, pacing, and workload are what primarily distinguish an AP Level course from the seminar course, but the thematic content and the Next Generation ELA Learning Standards remain the same for all students.

GRADE 12: English-12 courses (both seminar and AP levels) focus on the objective of reading and writing for success in life after high school. Students build upon the foundation of grades 9-11, further developing their writing and language use skills in a variety of genres with greater independence and sophistication and with a focus on helping students be college and career ready.

There are no prerequisites for any English courses offered at Niagara Falls High School. However, we encourage students to have discussions with their parents, counselors, and English teachers, to consider their prior academic performance in English classes, and to assess the degree to which they actually enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

Quarter 1

\*Although not specifically indicated on the guide-grammar should be built into the lessons on a need to learn basis each term.

New York State Standards	Examples of Learning Targets
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#### Reading Literature and Informational Text

- 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
- 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
- 11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
- 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
- 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

#### Writing Standards

- 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- 11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding

#### Reading Learning Targets:

- I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)
- I can determine central ideas or themes and summarize literary texts. (RL2)
- I can analyze complex characters. (RL3)
- I can interpret words and phrases for connotation, tone and figurative language. (RL4)
- I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)
- I can determine central ideas and summarize nonfiction. (RI2)
- I can analyze how an author relays a series of ideas or events. (RI3)
- I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)
- I can write for a variety of tasks, audiences, and purposes. (W4)
- I can analyze how text structure impacts mean and affects the reader. (RI/L5)
- I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)

#### Writing Learning Targets:

- I can write arguments to support claims and analyze topics. (W1)
- I can write informative texts that convey ideas or concepts.
- I can write narrative to develop ideas fictional and nonfiction. (W2)
- I can make creative pieces for a variety of purposes and expressions. (W4)

of a variety of techniques and genres. Explain connections between the original and the created work.

Research to Build and present Knowledge

•11-12W6: Conduct research through self-generated question or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. •11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

I can conduct self-generated research that examines problems and solutions. (W6)

I can gather information from sources, evaluate sources, avoid plagiarism and follow standard format for citations (APA and MLA). (W7)

“I Can” Statements for EACH learning standard:

[https://www.etown.k12.ky.us/userfiles/-4/my%20files/hs\\_ela\\_gr11\\_12.pdf?id=282](https://www.etown.k12.ky.us/userfiles/-4/my%20files/hs_ela_gr11_12.pdf?id=282)

Speaking and Listening	Speaking and Listening Learning Targets:
<ul style="list-style-type: none"> <li>•11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</li> <li>•11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data to make informed decisions and solve problems.</li> </ul> <p>11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>	<p>I can participate in discussions that include complex topics or texts.  I can use sources to support my points.  I can evaluate a source to make informed decisions and solve problems.  I can evaluate speakers and their reasoning/point of view.  I can assess tone, point of view, reasoning, diction, tone etc.</p>
<p>Narrative- How do writers convey meaning through narrative writing?</p> <p>Lesson Overview: In this lesson students will focus on the conventions of narrative writing. They will identify how an author uses descriptive words and phrases to set the scene for the story he/she is trying to tell. Students will discuss the words and phrases that appeal to the reader’s senses. They will write their own narrative piece, employing the narrative techniques they have noted in the works of others</p>	

Q1 Suggested Literature	Literary Elements and Techniques Reading/Writing Strategies	Assessments and Evaluation

<p>Narrative Unit</p> <p>“Between the World and Me” by Ta-Nehisi Coates Angelou, Maya. “Champion of the World” Orwell, George. “Shooting an Elephant” Fish Cheeks By: Amy Tan “Eleven” By: Sandra Cisneros</p> <p>“The Skin I’m In- Chapter 4 By: Sharon G. Flake</p> <p>“The Jacket”: By Gary Soto</p> <p>“Why Not Me?” By Mindy Kaling</p> <p>“The Year I Grew Wildly, While Men Looked On” by Ashley C. Ford</p> <p>How to Use a Sanisette” (and Not Die of Humiliation): A Horror Story” by Jeanne Wolz</p> <p>“THIS IS NOT WHO WE ARE” by Naomi Shihab Nye</p> <p>“A FRONTLINE NURSE FOR THE VIETCONG”</p>	<p>One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:</p> <p>Vocabulary development for reading and writing Discerning Central Ideas in reading Recognizing Supporting Details/Textual Evidence in reading Using Central Ideas and Supporting Details in writing Recognizing relationships in reading and writing such as transitions and patterns of organization Tone, Purpose, Conflict, Setting, Point of View, and Characterization Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole</p> <p>Writing strategies to be taught and assessed:</p> <p>Literary analysis Sentence and paragraph structure</p> <p>Vocabulary: narrative techniques, sensory details, literary devices, point of view, narrator, characters, dialogue, pacing, plot lines, tone, setting and conclusion.</p> <p>Students will analyze the figurative, connotative and technical meanings of words and phrases in informational text, and note author’s use.</p> <p>Students will be able to write narratives that engage the reader by establishing a narrator, using dialogue, multiple plot lines and characters, using varied techniques to sequence events, using precise words and phrases and providing a conclusion.</p>	<p>Teachers will employ a variety of formative assessments during the course of each class.</p> <p>Whole class discussion Quizzes/ tests Practice presentations Self-evaluation Notes Peer evaluation Checklists/observations Online tests and exams Concept maps Reflection Survey Focus Group Discussion Task Management Chart Journal Writing/ Learning Log Other Ticket Out The Door Reflection journal quick-writes, Think-pair-shares think/pair/share/write/draw Narrative Essay: A student might tell a true story from their own experience, but write it as if it were a fiction piece, with fictional characters, in third person.</p> <p>A student might create a completely fictional story, but tell it in first person, which would give it the same feel as a personal narrative.</p> <p>A student might tell a true story that happened to someone else, but write it in first person, as if they were that person. For example, I could write about my grandmother’s experience of getting lost as a child, but I might write it in her voice.</p>
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<p>by As told to Tong Thi Xuyen</p> <p><a href="#">Black Superheroes Matter: Why a 'Black Panther' Movie Is Revolutionary</a> by Tre Johnson</p> <p>The Other Wes Moore by Wes Moore</p> <p><a href="#">WHAT STATIC SHOCK MEANT TO ME AS A YOUNG BLACK BOY</a> By Keshav Kant</p> <p>Street Pharm by Allison van Diepen</p> <p><a href="#">How Emily Dickinson's Poetry Changed Me</a> By Sadie Trombetta</p> <p><a href="#">Catching Kayla: Running One Step Ahead Of Multiple Sclerosis</a></p> <p><a href="#">Mentor Texts for Teaching Narrative Writing: Picture Books, Short Stories, and More</a></p>		<p>Single Point Rubric</p> <p><a href="#">Rubric</a></p> <p><a href="#">Technology Autobiography Assignment</a></p>
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<p>Electronic Resources</p> <p><a href="https://apply.jhu.edu/application-process/essays-that-worked/#rozanne">https://apply.jhu.edu/application-process/essays-that-worked/#rozanne</a></p> <p><a href="https://www.buzzfeed.com/ashleyford/the-year-i-grew-wildly-while-men-looked-on?utm_term=.tdEbAq0lv#.khAwg3PBA">https://www.buzzfeed.com/ashleyford/the-year-i-grew-wildly-while-men-looked-on?utm_term=.tdEbAq0lv#.khAwg3PBA</a></p> <p><a href="https://17pockets.com/how-to-use-a-sanisette/">https://17pockets.com/how-to-use-a-sanisette/</a></p> <p>Writing Topics: <a href="https://www.journalbuddies.com/journal-prompts-writing-ideas/journal-writing-topics-2/">https://www.journalbuddies.com/journal-prompts-writing-ideas/journal-writing-topics-2/</a></p> <p>Writing Topics: <a href="https://www.journalbuddies.com/creative-writing-2/narrative-writing-topics/">https://www.journalbuddies.com/creative-writing-2/narrative-writing-topics/</a></p> <p><a href="https://youtu.be/_oTgCgoOf8c">NAOMI SHIHAB NYE</a></p> <p><a href="https://youtu.be/_oTgCgoOf8c">https://youtu.be/_oTgCgoOf8c</a></p> <p><a href="https://youtu.be/_0HnOhtmKLc">VIETNAM WAR 40TH ANNIVERSARY: 'MY MOTHER WAS NEVER SEEN AGAIN' - BBC NEWS</a></p> <p><a href="https://youtu.be/_0HnOhtmKLc">https://youtu.be/_0HnOhtmKLc</a></p> <p><a href="https://americanshortfiction.org/">https://americanshortfiction.org/</a></p> <p><a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a></p> <p>Coca Cola commercial to teach story arc:  <a href="https://vimeo.com/243345662">https://vimeo.com/243345662</a></p> <p><a href="#">Narrative Pyramid Outline</a></p> <p><a href="#">Plot Structure Notes</a></p> <p><a href="#">Plot Diagram</a>: Students can use this online tool to map the plot of any story, play, movie, or other text.</p> <p>Narrative:  <a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZCd8hc-OD9DuQ9gPGuUau4BQvx5jXwOEeni7al_FWmP1Q">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZCd8hc-OD9DuQ9gPGuUau4BQvx5jXwOEeni7al_FWmP1Q</a></p>	<p>Enrichment/Scaffolding</p> <p>Small group discussions of topics</p> <p>Journaling, brainstorming</p>
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<a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EX4egsC226NDtYO2ULZavroBa6m0-3yvZXMNfewcl2QBHQ">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EX4egsC226NDtYO2ULZavroBa6m0-3yvZXMNfewcl2QBHQ</a>  Narrative with a Point: <a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/ER0uyZIMCtIPnckVktz4SsBW6CmCa2u5DuICUAJyp0AAQ">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/ER0uyZIMCtIPnckVktz4SsBW6CmCa2u5DuICUAJyp0AAQ</a>  <u>'AMERICA IS A STOLEN COUNTRY'</u> <a href="https://youtu.be/SM8WZ0ztMuc">https://youtu.be/SM8WZ0ztMuc</a>  <a href="https://youtu.be/qviM_GnJbOM">https://youtu.be/qviM_GnJbOM</a> Maya Angelou Still I Rise	
Differentiated Instruction  <a href="#">Sample Web Example</a>	

Reflective/Reaction paper *This was placed near the beginning of the year so that it can be used throughout the year for other assignments, especially annotating the text, we feel this is a critical skill for students in college.	Students will learn to annotate text (thoroughly) for understanding, (practice!) Write a summary of their understanding of the author's work Reflect on the article/reading passage/work of art in order to think critically about texts and use those texts in a wider field of discourse. Use MLA Works cited Paraphrase Quote	
Suggested Literature and Writing genres	Literary Elements and Techniques	Assessments and Evaluation

	es/reading and writing strategies	
<p>Article: How to Write a Reaction Paper  <a href="https://www.indeed.com/career-advice/career-development/how-to-write-a-reaction-paper?utm_campaign=earnedsocial%3Acareerguide%3Asharedirectshare%3AUS&amp;utm_content=How%20To%20Write%20a%20Reaction%20%28Plus%20Steps%20and%20Helpful%20Tips%29&amp;utm_medium=social&amp;utm_source=directshare">https://www.indeed.com/career-advice/career-development/how-to-write-a-reaction-paper?utm_campaign=earnedsocial%3Acareerguide%3Asharedirectshare%3AUS&amp;utm_content=How%20To%20Write%20a%20Reaction%20%28Plus%20Steps%20and%20Helpful%20Tips%29&amp;utm_medium=social&amp;utm_source=directshare</a></p> <p>Simple Outline:  <a href="file:///C:/Users/Clodovico/OneDrive%20-%20Erie%201%20BOCES%20-%20Niagara%20Falls%20CSD/12th%20grade%20curriculum/Writing%20Reaction%20Papers%20guide.pdf">file:///C:/Users/Clodovico/OneDrive%20-%20Erie%201%20BOCES%20-%20Niagara%20Falls%20CSD/12th%20grade%20curriculum/Writing%20Reaction%20Papers%20guide.pdf</a></p> <p>Article: Reaction Paper Example: Analysis of the Sample Format and Tips  <a href="https://studybay.com/blog/sample-reaction-paper/">https://studybay.com/blog/sample-reaction-paper/</a></p> <p>Article: Annotating Texts  <a href="https://learningcenter.unc.edu/tips-and-tools/annotating-texts/">https://learningcenter.unc.edu/tips-and-tools/annotating-texts/</a></p> <p>Reading Comprehension Tips:  <a href="https://learningcenter.unc.edu/tips-and-tools/reading-comprehension-tips/">https://learningcenter.unc.edu/tips-and-tools/reading-comprehension-tips/</a></p> <p>Good Articles to Annotate:  <a href="https://laurasacaciaclassroom.weebly.com/article-of-the-week.html">https://laurasacaciaclassroom.weebly.com/article-of-the-week.html</a></p> <p>Hunter College Peer Tutoring: The Writing Process: Annotating text  <a href="https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Annotating-a-Text/">https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Annotating-a-Text/</a></p> <p>Video: How to Annotate:  <a href="https://youtu.be/KMO0bOGVTQo">https://youtu.be/KMO0bOGVTQo</a>  <a href="https://youtu.be/w5Mz4nwcIWc">https://youtu.be/w5Mz4nwcIWc</a></p>	<p>Diction – vocabulary, connotation and denotation. How do the author’s word choices impact mood and tone?</p> <p>Consider how the following literary elements can be useful in understanding informational texts:</p>	<p>Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, Central Idea, to be addressed class and through formative assessments: class discussions, catch and release, think/pair/ share/write/ draw activities among others. Teachers will emphasize Central Idea identification and development through annotating the text and critical thinking skills, summarizing strategies and student self-reflections. Students will continue to rely on direct evidence from the text to support explanation and analysis.</p> <p>Assessment and Evaluation will demonstrate that the student can:  Identify a clear central idea and writing strategy  Demonstrate understanding of the text through annotations and summarizing the text.  Provide sufficient evidence from the assigned text through reflections and discussions  Organize and present ideas effectively  Summative assessment:  Reflection Pieces:  <a href="https://nfschools-my.sharepoint.com/:b/g/personal/clodovico_nfsc_hools_net/EbRvm1occwdAoazwORr62p8Bhy2uOD1DxrvAWczZBSbvdg?e=qAE3TT">https://nfschools-my.sharepoint.com/:b/g/personal/clodovico_nfsc_hools_net/EbRvm1occwdAoazwORr62p8Bhy2uOD1DxrvAWczZBSbvdg?e=qAE3TT</a></p>

<p>MLA Citation generator:  <a href="https://www.citationmachine.net/mla">https://www.citationmachine.net/mla</a></p> <p>MLA Formatting and style Guide:  <a href="https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html">https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html</a></p> <p>Video: Introduction to Citation Styles: MLA 9th Ed.  <a href="https://youtu.be/o7MyM_V8-EA">https://youtu.be/o7MyM_V8-EA</a></p> <p>Paraphrasing, quoting, summarizing: Students could learn what each is and teach the rest of the class using their own examples so that they show deep understanding</p> <p>Paraphrasing:  <a href="https://np1.nearpod.com/sharePresentation.php?code=acc5d6447291880d804c92156ed05be5-1">https://np1.nearpod.com/sharePresentation.php?code=acc5d6447291880d804c92156ed05be5-1</a>  <a href="https://harringtonlc.org/fannin/files/2018/04/Paraphrasing-lesson1.pdf">https://harringtonlc.org/fannin/files/2018/04/Paraphrasing-lesson1.pdf</a>  <a href="https://www.youtube.com/watch?v=oiM0x0ApVL8">https://www.youtube.com/watch?v=oiM0x0ApVL8</a>  <a href="https://www.youtube.com/watch?v=HM1hCBDb9qc">https://www.youtube.com/watch?v=HM1hCBDb9qc</a></p> <p>Quoting:  <a href="https://www.youtube.com/watch?v=DhMl3elcGbl">https://www.youtube.com/watch?v=DhMl3elcGbl</a></p> <p>Summarizing:  <a href="https://www.youtube.com/watch?v=k-IFnl91_ml">https://www.youtube.com/watch?v=k-IFnl91_ml</a></p>	<p>Point of view  Central Idea/The me/  Thesis  Humor  Inferencing  Questioning  Synthesizing  Point of View  Focus and Clarity</p> <p>The following techniques will be used to help student comprehension and to foster critical thinking: Annotating</p>	<p><a href="https://nfschools-my.sharepoint.com/:b:/g/personal/clodovico_nfsc_hools_net/EUIXb08yMOhNIY3o7V4RLYoBwFrK1woTeF0uMbtPIgnx5A?e=nwl9a1">https://nfschools-my.sharepoint.com/:b:/g/personal/clodovico_nfsc_hools_net/EUIXb08yMOhNIY3o7V4RLYoBwFrK1woTeF0uMbtPIgnx5A?e=nwl9a1</a></p>
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	<div>Paraphrasing Summarizing Quoting</div> <div>Written skills: Annotating Questioning Connecting to source Summarizing Paraphrasing Establishing tone Targeting a specific audience Using the right words Locating evidence Presenting data</div>	
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	Rephrasing effectively	
<p>Electronic Resources Nearpods/Forms/Videos/articles</p> <p><a href="https://edtechbooks.org/academic_a_writing/process_essay_exemplar">https://edtechbooks.org/academic_a_writing/process_essay_exemplar</a></p> <p><a href="https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/EhooX-riWO5ApYzDbOwOZnIBr6-LgjiC_ycLPJSRcFKbWw?e=cSsDLS">https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/EhooX-riWO5ApYzDbOwOZnIBr6-LgjiC_ycLPJSRcFKbWw?e=cSsDLS</a></p>		<p>Enrichment/Scaffolding</p> <p>Reflective/reaction Essay: Know that writers learn how to annotate and reflect by practicing it Understand author's purpose, audience, point of view, tone etc. Write with fluency and volume to generate ideas.. Use annotating strategies to record information. Create an annotated timeline to synthesize research information. Summarize articles in order to convey their thesis/meaning/purpose/theme Reflect and think critically about text Use revision and editing strategies to refine their writing. Work cooperatively and effectively with a writing partner to revise and edit</p> <p>Scaffolding: Brainstorming Narrow topic down Provide articles/help research Sentence starters Outline Graphic organizers Rough Drafts Evaluations Publishing Simplified Rubric One on one meetings Enrichment Ideas:</p>

	Interview Create and distribute a survey Create and distribute a questionnaire Increase depth, breadth or complexity Cross-curricular More Choice in topic Differentiated Rubric Extension activities for extra credit
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Quarter 2	
NYS Standards	Examples of Learning Targets:
<p>Reading Literature and Informational Text</p> <ul style="list-style-type: none"> <li>•11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&amp;RL)</li> <li>• 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&amp;RL)</li> <li>•11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&amp;RL)</li> <li>•11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate</li> </ul>	<p>I can statement:</p> <p>I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)</p> <p>I can determine central ideas or themes and summarize literary texts. (RL2)</p> <p>I can analyze complex characters. (RL3)</p> <p>I can interpret words and phrases for connotation, tone and figurative language. (RL4)</p> <p>I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RL1)</p> <p>I can determine central ideas and summarize nonfiction. (RI2)</p> <p>I can analyze how an author relays a series of ideas or events. (RI3)</p> <p>I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)</p> <p>I can write for a variety of tasks, audiences, and purposes. (W4)</p> <p>I can analyze how text structure impacts mean and affects the reader. (RI/L5)</p>

<p>the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> <ul style="list-style-type: none"> <li>• 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&amp;RL)</li> </ul> <p>Writing Standards</p> <ul style="list-style-type: none"> <li>•11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>•11-12W2: 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.</li> <li>•11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> <li>•11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</li> </ul> <p>Research to Build and present Knowledge</p> <ul style="list-style-type: none"> <li>•11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</li> <li>•11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</li> </ul>	<p>I can analyze how an author uses point of view or other techniques to shape their purpose and message. (RL/I 6)</p> <p>Writing Standards:</p> <p>I can write arguments to support claims and analyze topics. (W1)</p> <p>I can write informative texts that convey ideas or concepts.</p> <p>I can write narrative to develop ideas fictional and nonfiction. (W2)</p> <p>I can make creative pieces for a variety of purposes and expressions.(W4)</p> <p>I can conduct self-generated research that examines problems and solutions. (W6)</p> <p>I can gather information from sources, evaluate sources, avoid plagiarism and follow standard format for citations (APA and MLA). (W7)</p>
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## Biography

conduct research on a famous person (past or present) both through text and online

Identify criteria for making a biography/an autobiography interesting

Demonstrate how a biographer's/an autobiographer's writing style is used to capture the attention of or "hook" the reader

Identify distinguishing characteristics between biographies and autobiographies (firsthand and secondhand accounts)

Write autobiographical sketches of themselves

Use knowledge and examples from other authors' biographies to compose a biography of people of interest to them?

learn about key events/facts in the famous persons' life

express their knowledge through words, pictures and orally

Understand the Difference between a Biography and Memoir (personal narrative)

Suggested Literature	Literary Elements and Techniques Reading/Writing Strategies	Assessments and Evaluation
<p>EXCERPT FROM "YOU DON'T HAVE TO SAY YOU LOVE ME" by Sherman Alexie</p> <p>LIFE ON RESERVATIONS by Jessica McBirney</p> <p>ENDLESS SUMMER JOB by Carolyn Ferrell</p> <p>THE NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS: EXCERPT FROM CHAPTER 1 by Frederick Douglas</p>	<p>One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:</p> <p>Vocabulary development for reading and writing Discerning Central Ideas in reading Recognizing Supporting Details/Textual Evidence in reading Using Central Ideas and Supporting Details in writing Recognizing relationships in reading and writing such as transitions and patterns of organization Tone, Purpose, Conflict, Setting, Point of View, and Characterization Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole</p> <p>Writing strategies to be taught and assessed:</p> <p>Literary analysis Sentence and paragraph structure</p>	<p>Have students develop a social media platform for their assigned person (Instagram, Facebook, Twitter, TikTok, etc.)</p> <p>Create a biography in documentary film style Record a movie trailer of their life</p> <p>Host a gallery walk by turning your classroom into a museum of art either created by or about each person</p> <p>Short Biography Research Project: What Would ____ Do?</p> <p>In this project, students research biographical information about a famous person from the past to hypothesize what that person would likely say and do in regards to a current controversy. Then, students write an informal argumentative essay persuading the</p>



	<p>Vocabulary: narrative techniques, sensory details, literary devices, point of view, narrator, characters, dialogue, pacing, plot lines, tone, setting and conclusion.</p> <p>Students will analyze the figurative, connotative and technical meanings of words and phrases in informational text, and note author’s use.</p> <p>Students will be able to write narratives that engage the reader by establishing a narrator, using dialogue, multiple plot lines and characters, using varied techniques to sequence events, using precise words and phrases and providing a conclusion.</p>	<p>reader why their thesis about the person’s beliefs is not only plausible, but an extremely valid Hypothesis.</p> <p><a href="#">Web Rubric</a> <a href="#">Feedback form</a> <a href="#">Oral Presentation Rubric</a> Biography Brochure Simple Biography Books Timelines Living Wax Museum. Students view pictures and dress up as their characters. They memorize as much as possible and stand at-the-ready to tell others about their lives.</p>
<p>Electronic Resources</p> <p><a href="https://www2.montgomeryschoolsmd.org/siteassets/schools/elementary-schools/h-o/olneyes/uploadedfiles/classroom/grade5/biography20websites20141.pdf">https://www2.montgomeryschoolsmd.org/siteassets/schools/elementary-schools/h-o/olneyes/uploadedfiles/classroom/grade5/biography20websites20141.pdf</a></p> <p>Elements of a Biography: <a href="https://youtu.be/cp4zZzdC_M0">https://youtu.be/cp4zZzdC_M0</a></p> <p><a href="#">Biography.com</a> Black History Month: Biographies</p>	<p>Enrichment/Scaffolding</p> <p>Small group discussions of topics</p> <p>Journaling, brainstorming</p>	

<a href="#">Distinguished Women of Past and Present</a> <a href="#">Images of Greatness</a> <a href="#">Bio graphic organizers</a>	
<p>Differentiated Instruction</p> <p><a href="#">Sample Web Example</a></p> <p>Have students work in small groups to generate their ideas and do the research.</p> <p>Offer various suggestions for how students can share their argument: e.g., a debate format, a "soapbox" in the classroom, or letters to the editor of the newspaper.</p>	

<p>Persuasive Writing</p> <p>The reading texts referenced in this unit include a variety of persuasive readings from advertisements to anthology texts. The final product of the unit's writing instruction is a persuasive letter emphasizing the techniques and strategies a writer uses for persuasive writing. It is good to remind your students and their content teachers to be on the lookout for opportunities that allow them to respond to the events and issues of their world with persuasive writing.</p>		
Suggested Literature and Writing genres	Literary Elements and Techniques Writing techniques	Assessments and Evaluation
<p>Literature/Reading:  <a href="#">"The American Forests" by John Muir</a>  <a href="#">Darkness at Noon Harold Krents</a></p> <p>Speeches  <a href="#">"Ain't I a Woman?"</a> by Sojourner Truth, delivered 1851, Women's Convention, Akron, Ohio</p>	<p>Diction  Mood  Tone  Point of view  Plot  Ethos  Pathos  Logos</p>	<p>Questions regarding Diction, Mood, Tone, POV,</p> <p>Read the New York Times "Complaint Box" series and use descriptive and persuasive writing strategies to communicate their own pet peeves succinctly and productively.</p>

<p><a href="#">“The Destructive Male”</a> by Elizabeth Cady Stanton, delivered 1868, Women’s Suffrage Convention, Washington, D.C.</p> <p><a href="#">“Toward a More Perfect Union”</a> by Barack Obama, delivered March 18, 2008, The Constitution Center, Philadelphia, Pennsylvania</p> <p>* Any speech by Barack Obama, Winston Churchill, Martin Luther King Jr., or Franklin D. Roosevelt.</p> <p>Garrett Hardin, <a href="#">“The Tragedy of Commons”</a></p> <p><a href="#">40 Famous Persuasive Speeches</a></p> <p><a href="#">Our Unhealthy Obsession and Sickness by Frank Furedi</a></p> <p><a href="#">The Real Skinny (by Belinda Luscombe)</a></p> <p>Newspaper columns Letters to the Editor Advertising campaigns Academic essays Reviews Brochures Campaign flyers School publications, newspapers, and periodicals Junk Mail</p>	<p>Writing Techniques:</p> <ul style="list-style-type: none"> <li>Sourced-based writing</li> <li>Outlining</li> <li>Establishing tone</li> <li>Targeting a specific audience</li> <li>Using the right words</li> <li>Locating evidence</li> <li>Presenting data</li> <li>Telling a story</li> <li>Refuting an argument</li> <li>Appealing to the readers’ emotions</li> <li>Rephrasing effectively</li> </ul>	<p>think/pair/ share/write/ draw</p> <p><a href="#">Letter to the Editor Peer Review Questions</a></p> <p><a href="#">Endorsement Letter Peer Review Questions</a></p> <p><a href="#">Junk Mail Student Assignment</a></p> <p><a href="#">PERSUASION IS ALL AROUND YOU Handout</a></p> <p><a href="#">PERSUASIVE STRATEGY DEFINITIONS</a></p> <p><a href="#">CHECK THE STRATEGIES</a></p> <p><a href="#">Peer Presentation</a></p> <p><a href="#">PERSUASIVE WRITING ASSESSMENT</a></p> <p>Letter to Representative</p> <p><a href="#">Persuasion Map Printout</a></p> <p><a href="#">Persuasion Rubric</a></p> <p><a href="#">50 Cause and Effect Journal Prompts</a></p>
<p>Electronic Resources, Nearpods/Forms/Videos</p> <p><a href="#">30 Writing Topics: Persuasion</a></p> <p><a href="#">Persuasion Map Planning Sheet</a></p>	<p>Enrichment/Scaffolding</p> <p><a href="#">Writing a Persuasive Letter</a></p> <p><a href="#">Text Structures and Genres</a></p>	

<a href="#">Persuasion Map Tool</a> <a href="#">NYT Complaint Box</a> <a href="https://archive.nytimes.com/learning.blogs.nytimes.com/2009/11/16/what-are-your-pet-peeves/">https://archive.nytimes.com/learning.blogs.nytimes.com/2009/11/16/what-are-your-pet-peeves/</a>	<a href="#">Writing Processes &amp; Strategies</a> <a href="#">How to Write a Persuasive Essay</a> <a href="#">Evaluate This Student Essay: Why I Hate Mathematics</a> <a href="#">How to Write and Structure a Persuasive Speech</a> <a href="#">Persuasive Essay Elements</a>
<p>Differentiated Instruction  Have students work in small groups to generate their ideas and do the research.</p> <p>Offer various suggestions for how students can share their argument: e.g., a debate format, a "soapbox" in the classroom, or letters to the editor of the newspaper.</p> <p><a href="#">Persuasive Words and Phrases</a>  <a href="#">Persuasion Map Planning Sheet</a></p>	

Quarter 3	
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NYS Standards	Suggested Learning Targets:
Reading/Writing/Speaking	
<p>Reading Literature and Informational Text</p> <ul style="list-style-type: none"> <li>•11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&amp;RL)</li> <li>• 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&amp;RL)</li> <li>•11-12R3: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) Craft and Structure 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&amp;RL)</li> <li>•11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</li> <li>• 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&amp;RL)</li> </ul> <p>Writing Standards</p> <ul style="list-style-type: none"> <li>•11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>•11-12W2: 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.</li> </ul>	<p>I can use direct quotes from the text to support my explanation and interpretation of that text.</p> <p>I can identify a central idea in a piece of writing.</p> <p>I can use direct quotes from a text to show how the central idea of that text develops.</p> <p>I can identify the use of figurative language in a piece of writing.</p> <p>I can identify specific words from a text that convey meaning, tone, or support the central idea.</p> <p>I can discuss how the structure of a text changes my interpretation of that text.</p> <p>I can discuss what the structure of a text means to me.</p> <p>I can use knowledge of the speaker or the author to infer a piece of writing’s meaning or intent.</p> <p>I can identify rhetorical devices like logos, pathos, and ethos in a text.</p> <p>I can identify implicit messages in a piece of writing by looking closely at rhetorical devices and figurative language.</p> <p>I can write an informational text.</p> <p>I can organize my writing and use text features to help readers better understand a topic.</p> <p>I can use specific information such as facts, definitions, and details to support a topic.</p> <p>I can use words, phrases, and clauses to connect ideas throughout my writing.</p> <p>I can use specific words related to the topic to support my writing.</p> <p>I can write a conclusion related to the topic.</p> <p>I can consider the purpose and audience when writing.</p> <p>I can research different aspects of a topic using several sources.</p>

<p>•11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>•11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p> <p>Research to Build and present Knowledge</p> <p>•11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation. •11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	<p>I can read biography, fill in research sheet, complete research posters</p> <p>I can understand figurative language, word relationships, and nuances in word meanings.</p> <p>I can interpret figurative language in a text.</p> <p>I can identify a common idea that connects two pieces of writing.</p> <p>I can support my explanations of a text and its meaning with evidence.</p> <p>I can identify the general or overall meaning of a piece of writing.</p> <p>I can identify the central idea in a writing piece.</p> <p>I can discuss how the central idea is linked to key phrases or specific parts of the text.</p> <p>I can discuss how figurative language changes my interpretation of a text.</p>
<p>Speaking and listening</p> <p>•11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>•11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone</p>	<p>I can participate in discussions that include complex topics or texts.</p> <p>I can use sources to support my points.</p> <p>I can evaluate a source to make informed decisions and solve problems.</p> <p>I can evaluate speakers and their reasoning/point of view.</p> <p>I can assess tone, point of view, reasoning, diction, tone etc.</p>

Expository	<p>Students will learn the 5 types of expository essays and be able to identify them Plus; learn about the importance and creation of effective scholarship essays.</p> <p>Descriptive: <a href="#">Short Descriptive Essay.pdf</a></p> <p>Procedure: <a href="https://edtechbooks.org/academic_a_writing/process_essay_examp">https://edtechbooks.org/academic_a_writing/process_essay_examp</a></p> <p>Comparison: <a href="https://edtechbooks.org/academic_a_writing/comparison_essays">https://edtechbooks.org/academic_a_writing/comparison_essays</a></p> <p>Cause/Effect: <a href="file:///C:/Users/Clodovico/OneDrive%20-%20Erie%201%20BOCES%20-%20Niagara%20Falls%20CSD/12th%20grade%20curriculum/sample-cause-effect-essay.pdf">file:///C:/Users/Clodovico/OneDrive%20-%20Erie%201%20BOCES%20-%20Niagara%20Falls%20CSD/12th%20grade%20curriculum/sample-cause-effect-essay.pdf</a></p> <p>Problem/Solution: <a href="https://edtechbooks.org/academic_a_writing/problemsolution_essa">https://edtechbooks.org/academic_a_writing/problemsolution_essa</a></p> <p>Scholarship essays: <a href="https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts">https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts</a></p> <p><a href="https://nfschools-my.sharepoint.com/:w/g/personal/achiarella_nfschools_net/EfNWzAmJMrdGmX5A60alw0IB-6wboIBAxvX1oLriBtwhLw">https://nfschools-my.sharepoint.com/:w/g/personal/achiarella_nfschools_net/EfNWzAmJMrdGmX5A60alw0IB-6wboIBAxvX1oLriBtwhLw</a></p> <p>Students will develop research and communication skills</p> <p>Develop creative and critical thinking skills</p> <p>Use logical processes of research appropriate to the subject/content</p> <p>Practice elements of good essay writing</p> <p>Produce an expository essay based on their own research</p> <p>Produce a generic scholarship essay for future use</p>	
Suggested Literature and Writing genres	Literary Elements and Techniques/reading and writing strategies	Assessments and Evaluation\
<b>Nonfiction Texts:</b>  A Drunken Ride, A Tragic Aftermath <i>Theresa Conroy and Christine M. Johnson</i>	<p>Diction – vocabulary, connotation and denotation. How do the author’s word choices impact mood and tone?</p> <p>Mood – how does the language in the text affect the reader?</p>	<p>Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, Central Idea, Setting, Plot to be addressed in journals and through formative assessments: class discussions, catch and release, think/pair/ share/write/ draw activities among others. Teachers will emphasize Central Idea identification and development through study of literary elements and writing strategies. Students will continue to rely on direct evidence from the text to support explanation and analysis.</p>

<p><b>Assessment includes: Vocabulary Check, Reading Check, Short Written Responses, and an Essay.</b>  <b>NOTE: Essay may meet Portfolio Obj. #3</b></p> <hr/> <p><b><i>Should Schools Reward Attendance? What the Experts Say</i></b>  <a href="https://www.edweek.org/leadership/should-schools-reward-attendance-what-the-experts-say/2023/07">Lydia McFarlane</a>, July 11, 2023  <a href="https://www.edweek.org/leadership/should-schools-reward-attendance-what-the-experts-say/2023/07">https://www.edweek.org/leadership/should-schools-reward-attendance-what-the-experts-say/2023/07</a></p> <p><b><i>Can you skip 47 days of English class and still graduate from high school?</i></b>  <b>The Washington Post</b>  <a href="https://www.washingtonpost.com/local/education/can-you-skip-47-days-of-english-class-and-still-graduate-from-high-school/2019/05/25/be3318ca-1b84-11e9-88fe-f9f77a3bcb6c_story.html">https://www.washingtonpost.com/local/education/can-you-skip-47-days-of-english-class-and-still-graduate-from-high-school/2019/05/25/be3318ca-1b84-11e9-88fe-f9f77a3bcb6c_story.html</a></p> <p><b>Assessment: an expository essay</b>  <b>NOTE: written assignment may be constructed to meet Portfolio Obj. #5</b></p> <hr/> <p>Following is a link to a 3-5 week nonfiction unit</p>	<p>Tone – how does the language in the text reflect the author’s attitude toward the situation?</p> <p>Consider how the following literary elements can be useful in understanding informational texts:</p> <p>Point of view  Central Idea/Theme/ Thesis  Humor  Inferencing  Questioning  Synthesizing  Point of View  Focus and Clarity</p> <p>Written skills: Sourced-based writing  Outlining  Establishing tone  Targeting a specific audience  Using the right words  Locating evidence  Presenting data  Telling a story  Refuting an argument  Appealing to the readers’ emotions  Rephrasing effectively</p>	<p>Assessment and Evaluation will demonstrate that the student can:</p> <p>Identify a clear central idea and writing strategy  Demonstrate an analysis of how the writing strategy develops the central idea  Provide sufficient evidence from the assigned text to support the analysis  Organize and present ideas effectively  Summative assessment:  An expository piece of choice, written to the prompt and evaluated in accordance to the chosen and taught Rubric.</p> <p>Cause and Effect:  C/E<a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/Ebwqt10OVx1EuZP9iUQ97ZUBd2ntGOj4K5pt3p4VQbP2dg">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/Ebwqt10OVx1EuZP9iUQ97ZUBd2ntGOj4K5pt3p4VQbP2dg</a></p> <p><a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/Ef1pbJSidm5FsuvAo9tXraEBbBHtY3T4yjBsHXZnAafMpg">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/Ef1pbJSidm5FsuvAo9tXraEBbBHtY3T4yjBsHXZnAafMpg</a>  Rubric: paragraph-rubric.pdf</p> <p>Descriptive:  <a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZ9yUpcgADFBjHm9dQ1-cHsB9QTaved137r2MBdJi6RNYQ">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZ9yUpcgADFBjHm9dQ1-cHsB9QTaved137r2MBdJi6RNYQ</a></p> <p>Rubric: <a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZ14azb46BZPhzanjiJWQqwB39wCTbZyRXEakxgzh29A1g">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZ14azb46BZPhzanjiJWQqwB39wCTbZyRXEakxgzh29A1g</a></p> <p>Problem Solution:</p>
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<p><a href="#">Lizzie Borden Case Nonfiction Project by Bespoke ELA.pdf</a></p> <p><b>Electronic Sources:</b></p> <p><a href="https://lizzie-borden.com/">https://lizzie-borden.com/</a> --The Borden House video</p> <p><a href="https://famous-trials.com/lizzieborden/1438-articles">https://famous-trials.com/lizzieborden/1438-articles</a> -- the trial and newspaper articles</p> <p><a href="https://www.cbsnews.com/news/lizzie-borden-case-blood-evidence-48-hours/">https://www.cbsnews.com/news/lizzie-borden-case-blood-evidence-48-hours/</a> --CBS News 48 Hours Special: 2021</p> <hr/> <p>The following unit's main source is a movie titled, <i><b>The Social Dilemma</b></i> in which Tech experts from Silicon Valley sound the alarm on the dangerous impact of social networking, which Big Tech use in an attempt to manipulate and influence.</p> <p><a href="https://www.thesocialdilemma.com/">https://www.thesocialdilemma.com/</a></p> <p>Writing pieces: Expository</p>		<p><a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZj6gtFb3qBBgR0XtuF6pKMBHA4hn7BGAQX0F07wXVN_4Q">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EZj6gtFb3qBBgR0XtuF6pKMBHA4hn7BGAQX0F07wXVN_4Q</a></p> <p><a href="https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EejujvKEyC1JsAC2MVvYph0BjJuVFjQ0qkbB6dlet1HztA">https://nfschools-my.sharepoint.com/:w:/g/personal/achiarella_nfschools_net/EejujvKEyC1JsAC2MVvYph0BjJuVFjQ0qkbB6dlet1HztA</a></p>
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<p>Resources/Worksheets/Files</p> <p><a href="https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/EhKJu-K8DfdNI4ih1OBUwzMB1FJzOcBD-NrZpfH6P5IU9g?e=Wk3TQN">https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/EhKJu-K8DfdNI4ih1OBUwzMB1FJzOcBD-NrZpfH6P5IU9g?e=Wk3TQN</a></p>		
<p>Electronic Resources</p> <p>Nearpods/Forms/Videos/articles</p> <p>Using Picture books to teach Expository</p> <p><a href="https://ourjourneywestward.com/teach-expository-writing/">https://ourjourneywestward.com/teach-expository-writing/</a></p> <p>Article: 61 General Expository Essay Topic Ideas to Practice Academic Writing:</p> <p><a href="https://www.thoughtco.com/general-expository-essay-topics-7829">https://www.thoughtco.com/general-expository-essay-topics-7829</a></p> <p>Expository Essay Models:</p> <p><a href="https://examples.yourdictionary.com/expository-essay-examples-for-middle-and-high-school.html">https://examples.yourdictionary.com/expository-essay-examples-for-middle-and-high-school.html</a></p> <p>Article: 7 Tips for Writing a Great Hook:</p> <p><a href="https://www.masterclass.com/articles/tips-for-writing-an-attention-grabbing-hook#7-tips-for-writing-a-great-hook">https://www.masterclass.com/articles/tips-for-writing-an-attention-grabbing-hook#7-tips-for-writing-a-great-hook</a></p> <p>Video: What is an Essay Hook? Learn 5 Kinds of Hook for your Essays!</p> <p><a href="https://youtu.be/DniR9_tNkcg">https://youtu.be/DniR9_tNkcg</a></p> <p>Video: Easy Essay Introductions: How to Write a Hook for your Essay</p> <p><a href="https://youtu.be/NR1nj8aFvG0">https://youtu.be/NR1nj8aFvG0</a></p> <p>Transitions:</p>	<p>Enrichment/Scaffolding</p> <p>Expository Writing: Informative or Explanatory Texts</p> <p>Write informative or explanatory texts that demonstrate expertise about a specific topic with engagement and purpose.</p> <p>Know that writers learn how to write informative and explanatory texts by reading and analyzing mentor texts paying attention to organizational structure.</p> <p>Understand that informative and explanatory texts require research and organization.</p> <p>Write with fluency and volume to generate ideas.</p> <p>Use observational writing to extend their thinking.</p> <p>Select a topic, generate questions, hypothesize, and pursue a line of thinking to deepen their understanding of the chosen topic.</p> <p>Gather research to support ideas.</p> <p>Use note-taking strategies to record information.</p> <p>Create an annotated timeline to synthesize research information.</p> <p>Prioritize their information by determining which research is the most important to include.</p> <p>Paraphrase key ideas and information collected from various sources of information.</p> <p>Create a draft of informative or explanatory writing that includes organizational and text features.</p> <p>Use revision and editing strategies to refine their writing.</p>	

<https://www.smart-words.org/linking-words/transition-words.html>  
<https://www.smart-words.org/linking-words/transition-words.html>

Video: How to write an essay: transitions

[https://youtu.be/ZFkFFu\\_7c\\_I](https://youtu.be/ZFkFFu_7c_I)

How to Write an Essay Series (with worksheets) YouTube:

Intro Paragraph:

<https://youtu.be/FGU5Tkh-Rvg>

<https://www.englishunits.com/wp-content/uploads/Essay-Part-1.pdf>

Body Paragraphs:

[https://youtu.be/UGM\\_TZQplyk](https://youtu.be/UGM_TZQplyk)

<https://www.englishunits.com/wp-content/uploads/Essay-Part-2.pdf>

Conclusion Paragraph:

<https://youtu.be/NBiiRrgZJfk>

<https://www.englishunits.com/wp-content/uploads/Essay-Part-3.pdf>

Transitions

[https://youtu.be/ZFkFFu\\_7c\\_I](https://youtu.be/ZFkFFu_7c_I)

<https://www.englishunits.com/wp-content/uploads/Essay-Part-4.pdf>

Conclusions:

[https://edtechbooks.org/academic\\_a\\_writing/conclusion\\_paragraph#:~:text=Your%20conclusion%20paragraph%20should%20logically,End%20with%20a%20closing%20statement.](https://edtechbooks.org/academic_a_writing/conclusion_paragraph#:~:text=Your%20conclusion%20paragraph%20should%20logically,End%20with%20a%20closing%20statement.)

Rubric:

[https://nfschools-](https://nfschools-my.sharepoint.com/:w/g/personal/achiarella_nfschools_net/EZl4azb46BZPhzanjjJWQqwB39wCTbZyRXEakxgzh29A1g)

[my.sharepoint.com/:w/g/personal/achiarella\\_nfschools\\_net/EZl4azb46BZPhzanjjJWQqwB39wCTbZyRXEakxgzh29A1g](https://nfschools-my.sharepoint.com/:w/g/personal/achiarella_nfschools_net/EZl4azb46BZPhzanjjJWQqwB39wCTbZyRXEakxgzh29A1g)

Scholarship essay : [https://www.youtube.com/watch?v=gHS4Yw\\_CZf0](https://www.youtube.com/watch?v=gHS4Yw_CZf0)

Work cooperatively and effectively with a writing partner to revise and edit

Scaffolding:

Brainstorming

Narrow topic down

Provide articles/help research

Sentence starters

Outline

Graphic organizers

Rough Drafts

Evaluations

Publishing

Simplified Rubric

One on one meetings

Enrichment Ideas:

Interview

Create and distribute a survey

Create and distribute a questionnaire

Increase depth, breadth or complexity

Cross-curricular

More Choice in topic

Differentiated Rubric

Extension activities for extra credit

[https://www.ted.com/talks/tina\\_yong\\_the\\_rise\\_of\\_the\\_trauma\\_essay\\_in\\_college\\_applications](https://www.ted.com/talks/tina_yong_the_rise_of_the_trauma_essay_in_college_applications)

How to /DIY Project/Essay	Students will develop research and communication skills Develop creative and critical thinking skills Use logical processes of research appropriate to the subject/content Practice elements of good essay writing Produce an expository essay based on their own research	
Suggested Literature and Writing genres	Literary Elements and Techniques/reading and writing strategies	Assessments and Evaluation\
How to pieces:  Directions Recipes <a href="#">example essays.pdf</a> <a href="https://nfschools-my.sharepoint.com/:w:/g/personal/clodovico_nfschools_net/Ebu2IL8P9u5NgoZt3iKqB6YB9l1vpWh2CAwxcOWuHoRE_g?e=8mfKwz">https://nfschools-my.sharepoint.com/:w:/g/personal/clodovico_nfschools_net/Ebu2IL8P9u5NgoZt3iKqB6YB9l1vpWh2CAwxcOWuHoRE_g?e=8mfKwz</a>  <a href="#">grow a plant example.pdf</a>  Process Essay Folder:  <a href="https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/Ek_DJ_A9c8ZJiULCRje76h0BQEHpHWJ_li-jGcnKsF5mjw?e=ba1AeY">https://nfschools-my.sharepoint.com/:f:/g/personal/clodovico_nfschools_net/Ek_DJ_A9c8ZJiULCRje76h0BQEHpHWJ_li-jGcnKsF5mjw?e=ba1AeY</a>	Appropriate tone Clear thesis Coherent structure Thorough understanding Thorough explanation Clear purpose Transitional words Audience awareness Proper Grammar  Consider how the following literary elements can be useful in understanding informational texts:  Point of view Central Idea/Theme/ Thesis Humor Inferencing Questioning	Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, Central Idea, Setting, Plot to be addressed in journals and through formative assessments: class discussions, catch and release, think/pair/ share/write/ draw activities among others. Teachers will emphasize Central Idea identification and development through study of literary elements and writing strategies. Students will continue to rely on direct evidence from the text to support explanation and analysis.  Assessment and Evaluation will demonstrate that the student can: Identify a clear central idea and writing strategy Demonstrate an analysis of how the writing strategy develops the central idea Provide sufficient evidence from the assigned text to support the analysis Organize and present ideas effectively Summative assessment: A How to piece of choice, written to the prompt and evaluated in accordance to the chosen and taught Rubric.

<a href="https://nfschools-my.sharepoint.com/:w:/g/personal/clodovico_nfschools_net/ESDwsxazfi5DqdrwneaoWbkBUctGYAhmexnJYhG_jda2Fg?e=PHrdMI">https://nfschools-my.sharepoint.com/:w:/g/personal/clodovico_nfschools_net/ESDwsxazfi5DqdrwneaoWbkBUctGYAhmexnJYhG_jda2Fg?e=PHrdMI</a>	<p>Synthesizing Point of View Focus and Clarity</p> <p>Written skills: Outlining Establishing tone Targeting a specific audience Word Choice Appealing to the readers' emotions Rephrasing effectively Grammar Spelling</p>	<a href="#">process essay prompt.pdf</a>
<p>Electronic Resources Nearpods/Forms/Videos/articles</p> <p><a href="https://edtechbooks.org/academic_writing/process_essay_example">https://edtechbooks.org/academic_writing/process_essay_example</a></p>	<p>Enrichment/Scaffolding</p> <p>Expository Writing: How to/DIY/process texts Write a How to/DIY/process essay that demonstrates expertise about a specific topic with engagement and purpose. Know that writers learn how to write How to/DIY/process texts by reading and analyzing mentor texts paying attention to organizational structure. Understand that How to/DIY/process texts require research and organization. Write with fluency and volume to generate ideas. Use observational writing to extend their thinking. Select a topic, generate questions, hypothesize, and pursue a line of thinking to deepen their understanding of the chosen topic. Gather research to support ideas. Use note-taking strategies to record information. Create an annotated timeline to synthesize research information. Prioritize their information by determining which research is the most important to include. Paraphrase key ideas and information collected from various sources of information. Create a draft of informative or explanatory writing that includes organizational and text features. Use revision and editing strategies to refine their writing.</p>	

	<p>Work cooperatively and effectively with a writing partner to revise and edit</p> <p>Scaffolding:</p> <p>Brainstorming</p> <p>Narrow topic down</p> <p>Provide articles/help research</p> <p>Sentence starters</p> <p>Outline</p> <p>Graphic organizers</p> <p>Rough Drafts</p> <p>Evaluations</p> <p>Publishing</p> <p>Simplified Rubric</p> <p>One on one meetings</p> <p>Enrichment Ideas:</p> <p>Interview</p> <p>Create and distribute a survey</p> <p>Create and distribute a questionnaire</p> <p>Increase depth, breadth or complexity</p> <p>Cross-curricular</p> <p>More Choice in topic</p> <p>Differentiated Rubric</p> <p>Extension activities for extra credit</p>
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Quarter 4    NYS Standards	Learning Targets
<p>Reading Literature and Informational Text</p> <ul style="list-style-type: none"> <li>•11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&amp;RL)</li> <li>• 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&amp;RL)</li> <li>•11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and</li> </ul>	<p>I can statement:</p> <p>I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1) I can determine central ideas or themes and summarize literary texts. (RL2)</p> <p>I can analyze complex characters. (RL3)</p> <p>I can interpret words and phrases for connotation, tone and figurative language. (RL4)</p> <p>I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RI1)</p> <p>I can determine central ideas and summarize nonfiction. (RI2)</p> <p>I can analyze how an author relays a series of ideas or events. (RI3)</p>

explain how specific individuals, ideas, or events interact and develop. (RI)  
Craft and Structure 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

- 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
- 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

#### Writing Standards

- 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 11-12W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

#### Research to Build and present Knowledge

- 11-12W6: Conduct research through self-generated question or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
- 11-12W7: Gather relevant information from multiple 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;

I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)

I can write for a variety of tasks, audiences, and purposes. (W4)

I can use direct quotes from the text to support my explanation and interpretation of that text.

I can identify a central idea in a piece of writing.

I can use direct quotes from a text to show how the central idea of that text develops.

I can identify the use of figurative language in a piece of writing.

I can identify specific words from a text that convey meaning, tone, or support the central idea.

I can discuss how the structure of a text changes my interpretation of that text.

I can discuss what the structure of a text means to me.

I can use knowledge of the speaker or the author to infer a piece of writing's meaning or intent.

I can identify rhetorical devices like logos, pathos, and ethos in a text.

I can identify implicit messages in a piece of writing by looking closely at rhetorical devices and figurative language.

I can identify a common idea that connects two pieces of writing.

I can support my explanations of a text and its meaning with evidence.

I can identify the general or overall meaning of a piece of writing.

I can identify the central idea in a writing piece.

I can discuss how the central idea is linked to key phrases or specific parts of the text.

I can discuss how figurative language changes my interpretation of a text.

avoid plagiarism, overreliance on one source, and follow a standard format for citation.	
Speaking and Listening	
<ul style="list-style-type: none"> <li>•11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</li> <li>•11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data to make informed decisions and solve problems.</li> </ul> <p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone. Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>	<p>I can participate in discussions that include complex topics or texts.</p> <p>I can use sources to support my points.</p> <p>I can evaluate a source to make informed decisions and solve problems.</p> <p>I can evaluate speakers and their reasoning/point of view.</p> <p>I can assess tone, point of view, reasoning, diction, tone etc.</p>

Suggested Literature and Writing genres	Literary Elements and Techniques Writing techniques	Assessments and Evaluation\ (See Grade 12 Folder in English team for tasks)
<p>Reflective piece to support the SoCR</p> <p>Capstone Portfolio</p>	<p>In Quarter 4 student will be asked to reflect heavily on the work they have done at NFHS, both in English class and through their experiences in the community and through social studies classes.</p>	<p>Assessment of the SoCR reflection: This assessment will be based on the rubric provided by NYS.</p> <p>Assessment and Evaluation of the Capstone Portfolio will demonstrate that the student can: Use metacognition to explain their learning. Support their claims about their learning with relevant and sufficient details from the text</p>



	<p>Emphasis on metacognition and true reflection (what did I do, why and how did it impact myself and others.)</p>	<p>Draw evidence to support claims from their coursework  Identify their strengths based on the work they did this school year.  Determine which pieces they have completed are best suited to the yearlong standards and goals set by the teacher.  Demonstrate a command of sentence and paragraph level writing strategies.  Provide sufficient evidence from the chosen pieces to support the claim.  Organize and present ideas effectively  Capstone directions: <a href="#">12r portfolio.docx</a>  Capstone portfolio rubric: <a href="#">12 R Portfolio Rubric.docx</a></p>
<p>Electronic Resources  Nearpods/Forms/Videos</p> <p>N/A</p>	<p>Enrichment/Scaffolding</p> <p>Provide students with examples of metacognitive explanations.  Walk student through the process of choosing a piece that would align to the standard.  Eliminate a standard for Spec Ed IEP modification.</p>	