

Course of Study English Language Arts - September 2021

ELA IV

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Strand: Reading Literature Standards

<p>Learning Standard: 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.</p> <p>RL.11-12.2 Analyze literary text development.</p> <p>RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author’s diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p>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.</p> <p>RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p> <p>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.</p> <p>RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	<p>How Taught?</p> <ul style="list-style-type: none"> ● Students closely read select passages from documents to analyze text structure, development, and consequent meanings ● Teacher provides direct instruction, give feedback, and model critical thinking ● Small group and class discussions, including Socratic seminar ● Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. ● Produce a thorough analysis of the text. ● Allow students to self select Independent reading and/or Book Club books ● Students to define, use, and connect to content area and literature based vocabulary ● Students to work in groups to analyze a text ● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction
<p>Materials:</p> <p>Various teacher selected short stories, poem, or plays/films, television clips such as, but not limited to, the following:</p> <p>Anchor texts: <i>A Midsummer Night’s Dream</i> (Satire), Various political cartoons (Satire), Movies - <i>Shrek/Shrek 2</i> (Satire), <i>Sarcasm 101</i> - Saturday Night Live (Satire) Excerpts from Talk Show Monologues: Jimmy Kimmel Live - ABC, The</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer

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Tonight Show starring Jimmy Fallon - NBC, The Late Show with Stephen Colbert - CBS, Late Night with Seth Meyers - NBC, The Late Late Show with James Corden - CBS, The Daily Show with Trevor Noah - Comedy Central (Satire) Ted Talk - What Makes Something Funny (Satire), Assorted Fairy Tales (Satire), *Pyramus and Thisbe* (Satire), *Cat's Cradle* (Satire), *A Modest Proposal* (Satire), *Gulliver's Travels* (Satire), *There Will Come Soft Rains* (Satire), *Burning of the Old Year* (Satire), Summer Reading selection, *Catcher in the Rye* (Writing for College), "Eleanor Rigby" (Writing for College), "He Always" (Writing for College) *Station Eleven* (Dystopic Lit), *My Sister's Keeper* (Difficult Choices), "Super Toys" (Dystopic), "Occurrence at Owl Creek Bridge" (Dystopic), "The Layers" (Dystopic), *The Things They Carried* Ch 1 (Dystopic), "We Ate the Children Last" (Dystopic); inaugural poets (during inaugural years)

Student Choice Book Club selections (Dystopic Lit, Difficult Choices, Satire) (Difficult Choices selections may include *The Tenth Circle*, *The Pact*, *19 Minutes*, *Me Before You*, *Born a Crime*, *The Kite Runner*, *And the Mountains Echoed*, *Far From the Tree*, *Deadline*, *The Hate U Give*, *Night Road*, *A Thousand Splendid Suns*, *A Fall of Marigolds*, *Out of the Easy*, *The Light in Hidden Places*, *I am Not Your Perfect Mexican Daughter*) (Dystopic choices may include *The Power*, *The Grace Year*, *Never Let Me Go*, *Oryx and Crake*, *1984*, *Brave New World*, *Parable of the Sower*, *When She Woke*, *Feed*, *The Road*, *Ready Player One*, *The Marrow Thieves*)

(Satire selections may include: *Born A Crime*, *A Very Punchable Face*, *Feed*, *Ready Player One*, *Catch 22*, *The Soft Ground*, *Dirty Machines*)

Various Media may include, but isn't limited to:

Star Trek episodes

Into the Wild

Inception

Wall-E

The Proposal

AI

Pleasantville

Contagion

Being Pretty

Rudy

evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)

- Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review)

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	<p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Reading Informational Text Standards

<p>Learning Standard: 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 Analyze informational text development. 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. RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p>How Taught?</p> <ul style="list-style-type: none"> ● Students closely read select passages from documents to analyze text structure and meaning ● Teacher provides direct instruction, gives feedback, and models critical thinking ● Students conduct research regarding a student/teacher selected topic of argument ● Students learn to create annotated bibliographies to aid in research ● Determine two or more central ideas of a text and analyze their development over the
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<p>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).</p> <p>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.</p> <p>RI.11-12.6 Determine an author’s perspective 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.</p> <p>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.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>course of the text, including how they interact and build on one another.</p> <ul style="list-style-type: none"> ● Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. ● Direct instruction: evaluating sources ● Students closely read select passages from documents to analyze text structure, development, and consequent meanings ● Small group and class discussions, including Socratic seminar ● Cooperative learning groups ● Produce a thorough analysis of the text. ● Students to define, use, and connect to content area and literature based vocabulary
<p>Materials:</p> <p>Newsela, student-generated internet search materials, Career Interest Searches, 7 Day Challenge Search (goal setting research), mentor texts (teacher selected and student selected) for Career and Technical writings</p> <p>Various Media may include, but isn’t limited to: <i>Hidden Brain</i> podcast, <i>This American Life</i> podcast, <i>Designer DNA</i>, TEd talks, This I Believe recordings, past/current commercials/songs for Rhetorical Analysis, Facing History’s Dual Identity</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught?</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives

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	<ul style="list-style-type: none"> ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Writing Standards

<p>Learning Standard: 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.</p>	<p>How Taught?</p> <ol style="list-style-type: none"> a. Establish and clear and thorough thesis to present a complex argument. b. 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. c. 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. d. 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.
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<p>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.</p> <p>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.</p>	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>a. Establish a clear and thorough thesis to present and explain information.</p> <p>b. 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 to aid comprehension, if needed.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. 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).</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot</p>
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<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 over reliance on any one source and following a standard format for citation.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10 Write routinely over extended time</p>	<p>lines, to develop experiences, events, and/or characters.</p> <p>c. 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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).</p> <p>Annotated Bibliography Adulting 101 Challenge (written results)</p>
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<p>frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>Materials: Previously listed print material to serve as mentor texts (see above) <i>This I Believe</i> samples Internet searches for Adulthood 101 Challenge TEd talks Episode of <i>30 Days</i> Model texts of resumes, executive summaries, cover letters, college application/scholarship application essays, career/technical writing Language Arts Live (parent and community speaker panel)</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught?</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning

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	<ul style="list-style-type: none"> • Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Speaking and Listening Standards

<p>Learning Standard: 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.</p> <p>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.</p> <p>SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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.
<p>Materials: Previously listed print and audio/visual materials (see above) Language Arts Live (parent and community speaker panel) Student-created Google Slide Shows</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> • Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)

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	<ul style="list-style-type: none"> ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review) <p>How Re-Taught?</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways
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Strand: Language Standards

<p>Learning Standard: L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>How Taught?</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly
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<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. 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, part of speech, etymology, or standard usage.</p> <p>d. 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).</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>Materials: Mentor texts (teacher and student selected) Previously listed print materials that students will</p>	<p>How Assessed?</p>

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<p>be reading (see above)</p>	<ul style="list-style-type: none"> ● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review)
	<p>How Re-Taught?</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self assessments ● new tasks assigned by teacher ● manipulatives ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concept into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways