

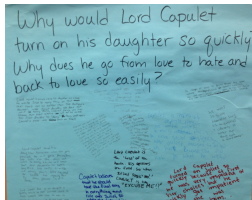
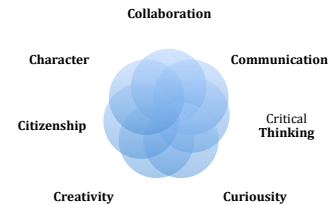


Content Area	Grades: Eleven/Twelve
Language Arts: Survival and Perseverance <div data-bbox="214 524 373 740">  </div> <div data-bbox="426 519 653 740">  </div> <div data-bbox="707 539 957 737">  </div>	The Seven Cs of Learning <div data-bbox="1276 537 1604 740">  </div>
Unit Titles	Length of Unit/Contact Hours
<ul style="list-style-type: none"> <i>Perspectives of Perseverance and Courage</i> 	8-10 weeks (Quarter 1)
<ul style="list-style-type: none"> <i>The Strength of Many</i> 	8-10 weeks (Quarter 2)

Strands	Grade Level Expectations
Reading	<ul style="list-style-type: none"> • Readers synthesize information texts to serve a specific purpose. • Readers know language, including syntax and grammar; influence the understanding of literary, persuasive, and informational texts. • Readers know that literary criticism of complex texts requires the use of analytical, interpretive, and evaluative strategies. • Readers know interpreting and evaluating complex texts require the understanding of rhetoric, critical reading, and analysis skills.
Writing	<ul style="list-style-type: none"> • Writers know elements of informational and argumentative texts can be refined to inform or influence an audience. • Writers understand that writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. • Writers can bring style; detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose. • A writer has ideas, evidence, structure, and styles to create persuasive, academic, and technical texts for particular audiences and specific purposes. • Writers use Standard English conventions effectively communicate to targeted audiences and purposes.
Speaking and Listening	<ul style="list-style-type: none"> • Speakers know formal and informal settings require appropriate use of methods and audience awareness. • Speakers know validity of a message is determined by its accuracy and relevance. • Speakers know effective collaborative groups accomplish goals.
Research and Reasoning	<ul style="list-style-type: none"> • Researchers know independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. • Learners know complex situations require critical thinking across multiple disciplines. • Learners know logical arguments distinguish facts from opinions; and evidence defines reasoned judgment.

Unit Title	<i>Perspectives of Perseverance and Courage</i>	Length of Unit	Quarter 1
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • What does it mean to be brave? • Are we born with courage or do we develop it? • How does perseverance affect an individual's journey • What is an individual's role in society? • How do a variety of source types reflect universality? 		
Unit Strands and Standards	Analysis/Evaluation of Craft, Comparison of Multiple Arguments, Evaluation of Success of Multiple Arguments <u>Reading:</u> RL.11-12.1, RL.11-12.3, RL.11-12.4, RI.11-12.1, RI.11-12.5, RI.11-12.7 <u>Writing:</u> W.11-12.1, W.11-12.4, <u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4, <u>Language:</u> L.11-L.11-12.4		
Concepts	Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluation of faulty arguments/truth, Synthesizing information from a variety of sources in order to draw conclusions about the universality of a thought/opinion, Evaluating a variety of opinions		
Academic Vocabulary	Task Specific Vocabulary: Synthesis, Argumentation, Sources Text Specific Vocabulary: Universality, Perspective, Multicultural, Courage, Bravery, Perseverance Rhetorical Strategies Specific to Chosen Texts		

Unit Title	<i>Perspectives of Perseverance and Courage</i>	Length of Unit	Quarter 1
-------------------	---	-----------------------	-----------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea. • different texts can illustrate the universality of a theme/concept. • critical thinkers evaluate and make judgments about the strategies authors use to convey a message. • one author's "truth" is a matter of perspective in comparison to another author's. 	<ul style="list-style-type: none"> • synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text. • recognize the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and analyze/evaluate an author's use and refinement of a key term's connotative meaning over the course of a text. • apply strategies as needed in order to fully comprehend a variety of complex and challenging texts. • analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these or themes work together. • analyze how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose. • identify the similarities and differences in style, purpose, and organization of different genres of texts. • analyze/evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period. • analyze/Evaluate how word choice, controlling images, and figurative language convey meaning • identify and analyze rhetorical devices used in an argument.

Assessments:	Performance Task #1: Personal Narrative: theme of perseverance and courage. (Rubric) Performance Task #2: Argumentative Essay: Research, Relate and Respond (Rubric)
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Unit Implementation Guide</i> ❖ Student and Teacher Selected Articles, Speeches, Images Based on Current Events (Print/Multimedia) ❖ Mentor Text: <i>No Turning Back</i> by Bryan Anderson and David Mack

Unit Title	<i>The Strength of Many</i>	Length of Unit	Quarter 2
-------------------	-----------------------------	-----------------------	-----------

Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • What is the role of an individual in society and in making a change? • What is the difference between individual identity, national identity, global identity, cultural identity, etc.? • Does violence always spark change or can peaceful protest be more powerful?
Unit Strands and Standards	<p>Analysis/Evaluation of Craft, Comparison of Multiple Arguments, Evaluation of Success of Multiple Arguments</p> <p><u>Reading:</u> RL.11-12.2, RL.11-12.4, RI.11-12.3, RI.11-12.7,</p> <p><u>Writing:</u> W.11-12.2, W.11-12.5, W.11-12.8, W. 11-12.9</p> <p><u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4</p> <p><u>Language:</u> L.11-12.1, L.11-12.6</p>
Concepts	Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluation of faulty arguments/truth, Synthesizing information from a variety of sources in order to draw conclusions about the universality of a thought/opinion, Evaluating a variety of opinions
Key Vocabulary	<p>Task Specific Vocabulary: Synthesis, Argumentation, Literary Analysis</p> <p>Text Specific Vocabulary: Universality, Perspective, Multicultural, Strength, Revolution, Peaceful Protest vs. Violence Rhetorical Strategies Specific to Chosen Texts</p>

Unit Title	<i>The Strength of Many</i>	Length of Unit	Quarter 2
-------------------	-----------------------------	-----------------------	-----------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea. • a variety of texts can illustrate the universality of a theme/concept. • critical thinkers evaluate and make judgments about the strategies authors use to convey a message. • one author's "truth" is a matter of perspective in comparison to another author's. • one of the roles of an audience is to critique and evaluate the effectiveness of an author's argument in order to develop an individual opinion. 	<ul style="list-style-type: none"> • synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text. • analyze/Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and analyze/evaluate an author's use and refinement of a key term's connotative meaning over the course of a text and draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique a text. • analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these or themes work together. • analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose • critique the similarities and differences in style, purpose, and organization of texts. • analyze/evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period. • analyze/evaluate how word choice, controlling images, and figurative language convey meaning, and critique their effectiveness. • analyze/evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning.

Assessments:	Performance Task #1: Literary Analysis: Writing from a Quote Performance Task #2: Portfolio of Perspectives: History and Perspectives Portfolio
Teacher Resources:	<ul style="list-style-type: none"> ❖ Mentor Text: <i>Dispatches from the Edge</i> by Anderson Cooper and the movie <i>The Butler</i> ❖ Student and Teacher selected short stories; poems, informational texts and artwork based on student interest and need including print, visual and multimedia sources.