

<p><u>Theme/Unit:</u> 12.2.FPYMiH.Estabrook</p> <p><u>Enduring Understandings:</u> The five messages from Eddie’s five people:</p> <ul style="list-style-type: none"> <li>• There are no random acts; all lives are connected.</li> <li>• Sacrifice is a part of life.</li> <li>• We must all learn to forgive.</li> <li>• Life has to end; love doesn’t</li> <li>• We are where we’re supposed to be.</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RL 1, 2, and 4; RI 1-3; 7</p> <ul style="list-style-type: none"> <li>• Cite thorough textual evidence</li> <li>• Determine two or more central themes or ideas</li> <li>• Determine meanings of important textual words</li> <li>• Analyze a complex set of ideas</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• Chapter worksheets</li> <li>• Class discussions that require students to answer based on text</li> <li>• Homework and class notes requiring students to write and analyze character’s actions, motivations, and reactions</li> <li>• Reading for information from internet and library sources</li> </ul>	<p><u>Instructional Resources</u></p> <p><i>The Five People You Meet in Heaven</i> by Mitch Albom</p>	
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>• <u>Formative – During Unit:</u> Daily quizzes on homework reading</li> <li>• Short answer essays after reading or after class discussions</li> <li>• <u>Summative – End of Unit:</u> Unit test on characterization, content, and theme</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• Informational or narrative essay based on one person and the life lesson that person has given the student.</li> </ul>	<u>Writing Outcomes</u>	<p>W 1, 2, 4, 5,</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory text to examine and convey complex information</li> <li>• Write arguments to support claims in an analysis of the text</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>• Develop and strengthen writing as needed by planning, revising, etc.</li> </ul>	<p><u>Literature Based Writing: Short Answer Essay:</u> At least one essay based on one of Eddie’s lessons in which the student explains what is meant and how it applies to his or her life.</p> <p><u>Informational Writing:</u> Informational essay about the one person who has most influenced a student and has left that student with at least one life lesson comparable to those Eddie learned from his five people. This can be done as a narrative or as an informational essay.</p>	<u>Literature</u>	<u>Poetry</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u> <a href="#">G. K. Chesterton's "The Fallacy of Success"</a></p>	<u>Language/Listening and Speaking</u>	<p>L 1, 2, 6; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Acquire and use accurately general academic words and phrases</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> <li>• Make strategic use of digital media in presentations to enhance the understanding of findings and evidence to add interest</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests</li> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> </ul>	<u>Focus Vocabulary</u>	<p><u>Tier 2 – Academic Vocabulary:</u> Regular vocabulary lists 5-7.</p> <p><u>Tier 3 – Content Vocabulary:</u> Flashback, symbolism,</p>

<p><u>Theme/Unit:</u> 12.3.TMC.Estabrook</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• “We Earth men have a talent for ruining big, beautiful things.” – Jeff Spender</li> <li>• “Anything that’s strange is no good to the average American.” – Jeff Spender</li> <li>• Is imposing our own way of life on others a good idea?</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p>	<p><u>Instructional Resources</u></p> <p><i>The Martian Chronicles</i> by Ray Bradbury</p>	
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>• Daily quizzes on homework reading</li> <li>• Short answer essay questions after reading or after class discussions</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>• Unit test which covers characterization, content, and theme</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• One full-length essay based on one of two possible topics</li> </ul>		<u>Writing Outcomes</u>	<p>RL 1-6:</p> <ul style="list-style-type: none"> <li>• Citing strong and thorough textual evidence</li> <li>• Determining two or more themes</li> <li>• Analyzing impact of author’s choices on the novel</li> <li>• Determining word meanings, figurative and connotative meanings</li> <li>• Analyzing author’s choices on story structure</li> <li>• Analyzing point of view in what’s stated and what’s meant</li> </ul> <p>W 1 OR 2; 4; 5; 11:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of the text OR</li> <li>• Write informative/explanatory text to examine complex ideas or information clearly and accurately</li> <li>• Produce clear and coherent writing in which developments, organization, and style are appropriate</li> <li>• Develop and strengthen writing by planning, revising, rewriting, etc.</li> <li>• Create interpretive and responsive texts to demonstrate knowledge and understanding of connections between life and the literary work</li> </ul>	<p><u>Literature Based Writing:</u></p> <ul style="list-style-type: none"> <li>• Students will write about one of Spender’s quotations, arguing an opinion based on contents of the book and on research into colonization from either historical or modern times.</li> </ul> <p><u>Informational Writing:</u></p>	<u>Literature</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>		<p>L 1, 2, 3 and 6; SL 1:</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of English grammar and usage</li> <li>• Demonstrate command of the conventions of standard English</li> <li>• Apply knowledge of language to make effective choices for meaning or style</li> <li>• Acquire and use accurately general academic words and phrases</li> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spelling and vocabulary tests</li> <li>• For full-length essay, do pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Note-taking will be done on reading assignments and class discussions, adding examples and accurate information from the text to the essay.</li> <li>• Lessons and worksheets will evaluate where students are and give further work to get students to an understanding of grammar, usage, and conventions.</li> </ul>	<u>Focus Vocabulary</u>

<p><u>Theme/Unit:</u> 12.4.Illusions.Estabrook</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>To get ahead in life, we cannot cling to security.</li> <li>Much of life is our own responsibility.</li> </ul>	<u>Reading Outcomes</u>	<b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b>	<b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b>	<u>Instructional Resources</u>  <i>Illusions</i> by Richard Bach	
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>Daily quizzes on homework reading</li> <li>Short answer essay questions after reading or after class discussions</li> <li>Worksheets on various chapters</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>Unit Test on characterization, content, and themes</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>Narrative essay that develops one of Bach’s maxims on a personal level.</li> </ul>		<u>Writing Outcomes</u>	<p>RL 1, 2, and 4; RI 1-3; 7</p> <ul style="list-style-type: none"> <li>Cite thorough textual evidence</li> <li>Determine two or more central themes or ideas</li> <li>Determine meanings of important textual words</li> <li>Analyze a complex set of ideas</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<ul style="list-style-type: none"> <li>Chapter worksheets</li> <li>Class discussions that require students to answer based on text</li> <li>Homework and class notes requiring students to write and analyze character’s actions, motivations, and reactions</li> </ul> <p><u>Literature Based Writing:</u></p> <ul style="list-style-type: none"> <li>Narrative essay that develops one of Bach’s maxims on a personal level.</li> </ul> <p><u>Informational Writing:</u></p> <ul style="list-style-type: none"> <li>Short answer essays after reading or after class discussions on the other literature or poetry offered in this unit.</li> </ul>	<u>Literature</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p> <p><a href="#">Dennis's "The God Who Loves You"</a></p>	<u>Language/Listening and Speaking</u>		<p>W 1, 4, 5, 8</p> <ul style="list-style-type: none"> <li>Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>Develop and strengthen writing as needed by planning, revising, etc.</li> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling and vocabulary tests</li> <li>Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> </ul>	<u>Poetry</u>
<u>Focus Vocabulary</u>		<p><u>Tier 2 – Academic Vocabulary:</u> Regular vocabulary lists: 12-14.</p> <p><u>Tier 3 – Content Vocabulary:</u> Maxim, foil, metaphor, analogy, parable</p>			

<p><u>Theme/Unit:</u> 12.5.ADH.Estabrook</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• Women’s rights and roles today are quite different from those in the past.</li> <li>• Is lying ever a correct option?</li> <li>• Which kinds of relationships are most valuable?</li> <li>• Social drama examines a problem in society, and the characters are there to show reactions of people to the problem.</li> <li>• What societal problem(s) does this play address?</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RL 1, 2, and 4; RI 1-3; 7</p> <ul style="list-style-type: none"> <li>• Cite thorough textual evidence</li> <li>• Determine two or more central themes or ideas</li> <li>• Determine meanings of important textual words</li> <li>• Analyze a complex set of ideas</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• Chapter worksheets</li> <li>• Class discussions that require students to answer based on text</li> <li>• Homework and class notes requiring students to write and analyze character’s actions, motivations, and reactions</li> <li>• Reading for information from internet and library sources essay</li> </ul>	<p><u>Instructional Resources</u></p> <p><i>A Doll’s House</i> by Henrik Ibsen</p>	
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>• Daily quizzes on homework reading</li> <li>• Short answer essay questions after reading or after class discussions</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>• Unit test which covers characterization, content, and theme</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• One full-length essay based on one of two possible topics</li> </ul>	<u>Writing Outcomes</u>	<p>W 1, 4, 5, 8</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>• Develop and strengthen writing as needed by planning, revising, etc.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.</li> </ul>	<p><u>Literature Based Writing:</u></p> <ul style="list-style-type: none"> <li>• Full-length argumentative essay on Nora’s right to leave her family at the end.</li> </ul> <p>OR</p> <p><u>Informational Writing:</u></p> <ul style="list-style-type: none"> <li>• Full-length essay that compares and contrasts period research to any of the literature involved in this unit in regard to women’s rights and roles.</li> </ul>	<u>Poetry</u>	<p>Anne Bradstreet’s “To My Dear and Loving Husband” Haught’s “God Says Yes to Me”</p>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>	<p>L 1, 2; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests</li> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> </ul>	<u>Focus Vocabulary</u>	<p><u>Tier 2 – Academic Vocabulary:</u> Regular vocabulary lists: 15-17.</p> <p><u>Tier 3 – Content Vocabulary:</u> Drama, Social Drama, Melodrama, Tragedy, Dramatic irony, aside, soliloquy, comic relief</p>

<p><u>Theme/Unit:</u> 12.6.GM.Estabrook</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• Social drama examines a problem in society, and the characters are there to show reactions of people to the problem.</li> <li>• How does society influence the way we think of ourselves and our handicaps?</li> <li>• What part of a child’s success is a parent’s responsibility?</li> <li>• What societal problem(s) does this play address?</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p>	<p><u>Instructional Resources</u></p> <p><i>The Glass Menagerie</i> by Tennessee Williams</p>	
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>• Daily quizzes on homework reading</li> <li>• Short answer essay questions after reading or after class discussions</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>• Unit test which covers characterization, content, and theme</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• One full-length essay based on several possible topics</li> </ul>		<u>Writing Outcomes</u>	<p>RL 1, 2, and 4; RI 1-3; 7</p> <ul style="list-style-type: none"> <li>• Cite thorough textual evidence</li> <li>• Determine two or more central themes or ideas</li> <li>• Determine meanings of important textual words</li> <li>• Analyze a complex set of ideas</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter worksheets</li> <li>• Class discussions that require students to answer based on text</li> <li>• Homework and class notes requiring students to write and analyze character’s actions, motivations, and reactions</li> <li>• Reading for information from internet and library sources for oral presentation</li> </ul>	<u>Literature</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>		<p>W 1, 4, 5, 8</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>• Develop and strengthen writing as needed by planning, revising, etc.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.</li> </ul>	<p><u>Literature Based Writing:</u></p> <ul style="list-style-type: none"> <li>• Short answer essay questions after reading or after class discussions</li> <li>• Full length argumentative essay written on a choice of several topics such as: A) Was Tom right to leave the family at the end of the play? B) Will Laura ever assimilate into society? C) Has Amanda Wingfield the right to push her children toward the successes she imagines? D) Is Jim O’Connor a positive or negative force for Laura?</li> </ul> <p><u>Informational Writing:</u></p> <ul style="list-style-type: none"> <li>• Opinion: what do you consider a handicap?</li> <li>• Opinion: what does society consider a handicap?</li> </ul>	<u>Poetry</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>		<u>Language/Listening and Speaking</u>	<p>L 1, 2; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests</li> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> </ul>	<u>Focus Vocabulary</u>

<p><u>Theme/Unit:</u> 12.7.1984 Estabrook</p> <p><u>Enduring Understandings:</u>          What is a government’s responsibility toward its people?          What does “Big Brother is watching you” mean?          How does The Party control people’s lives?          Is The Party, Big Brother, or <i>1984</i> relevant to your life today?          What issues regarding privacy have you ever experienced, or what privacy issues are relevant or concerning to you today?</p>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RL 1, 2, and 4; RI 1-3; 7</p> <ul style="list-style-type: none"> <li>• Cite thorough textual evidence</li> <li>• Determine two or more central themes or ideas</li> <li>• Determine meanings of important textual words</li> <li>• Analyze a complex set of ideas</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• Chapter worksheets</li> <li>• Class discussions that require students to answer based on text</li> <li>• Homework and class notes requiring students to write and analyze character’s actions, motivations, and reactions</li> <li>• Reading for information from internet and library sources for oral presentation</li> </ul>	<p><u>Instructional Resources</u>  <i>1984</i> by George Orwell</p>		
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>• Daily quizzes on homework reading</li> <li>• Short answer essay questions after reading or after class discussions</li> <li>•</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>• Unit test on characterization, content, and theme</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• Power point presentation on a totalitarian, communist, or fascist leader that shows a relationship to the processes exhibited in <i>1984</i>.</li> <li>• Comparison and contrast essay detailing the similarities and differences between the book and privacy issues today.</li> </ul>		<u>Writing Outcomes</u>	<p>W 1, 4, 5, 8</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>• Develop and strengthen writing as needed by planning, revising, etc.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.</li> </ul>	<p><u>Literature Based Writing:</u>  <u>Informational Writing:</u></p> <p>Instruct students to research one of the key personalities in world communism or fascism (i.e. Karl Marx, Vladimir Lenin, Leon Trotsky, Joseph Stalin, Fidel Castro, Alexander Dubcek, Mikhail Gorbachev, Eric Honecker, Wojciech Jaruzelski, Mao Tse Tung, Ho Chi Minh, Pol Pot, Vladimir Putin, Benito Mussolini, Adolf Hitler). Have them write and present a five minute power point that includes a discussion of how the life or ideas of this leader relate to <i>1984</i>.</p> <p>Students will conduct Internet and/or print research about current privacy-related issues affecting our society and will then make a chart about “Privacy” with the headings "1984" and "Today." They will contribute examples of privacy restrictions for each. After they have made the chart, they will write a compare and contrast essay, using their information.</p>	<u>Literature</u>	<u>Poetry</u>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>		<p>L 1, 2; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> <li>• Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling and vocabulary tests</li> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> <li>• Oral presentations and power point will allow students to obtain, integrate, and present information from multiple sources</li> </ul>	<u>Focus Vocabulary</u>	<p><u>Tier 2 – Academic Vocabulary:</u>          Regular vocabulary lists: 21-25</p>

<p><u>Theme/Unit:</u> E12 Research paper (Estabrook)</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• Choosing and evaluating useful sources</li> <li>• Analyzing and thinking critically about sources</li> <li>• Extracting information from sources</li> <li>• Avoiding plagiarism</li> <li>• Organizing the paper and integrating sources</li> <li>• Documenting in MLA syle</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RI1, 4, 6, 7,</p> <ul style="list-style-type: none"> <li>• Cite strong, textual evidence to support analysis of what the text says explicitly and though inference</li> <li>• Determine the meanings of words and phrases as they are used in a text</li> <li>• Determine an author’s point of views or purpose</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• Students will select their own materials when working on their own projects</li> <li>• Students will critically read and evaluate their sources</li> </ul>	<p><u>Instructional Resources</u>  <i>Successful College Writing</i> by Kathleen T. McWhorter (Chapters 18-20)</p>	
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u></p> <ul style="list-style-type: none"> <li>• Class and homework assignments and exercises dealing with MLA research papers (annotated bibliographies, plagiarism, etc.)</li> <li>• A short research paper as a result of the guided writing process shown in the chapters</li> </ul> <p><u>Summative – End of Unit:</u></p> <ul style="list-style-type: none"> <li>• Test on terms and processes used in writing a MLA research paper</li> </ul> <p><u>Presentation:</u></p> <ul style="list-style-type: none"> <li>• Major MLA style research paper will be produced by the end of the unit</li> </ul>	<u>Writing Outcomes</u>	<p>W 1 a-e, 4, 5, 6,7,8</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly</li> <li>• Produce clear and coherent writing with appropriate development, organization, and style</li> <li>• Develop and strengthen writing with planning, revising, editing, and rewriting</li> <li>• Use technology to produce, publish, and update writing products</li> <li>• Conduct short as well as more sustained research projects to address a topic</li> </ul>	<p><u>Literature Based Writing:</u></p> <p><u>Informational Writing:</u></p> <ul style="list-style-type: none"> <li>• Annotated bibliographies</li> <li>• Summaries of sources</li> <li>• A guided writing assignment based on the instructions given in the chapters</li> <li>• Major MLA style research paper</li> </ul>	<u>Literature</u>	
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>	<p>SL 1 (a-e), 2, 4, 6</p> <ul style="list-style-type: none"> <li>• Start and participate in collaborative discussions</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Class and group discussions about texts read, authors’ viewpoints, claims and counterclaims</li> <li>• Peer editing of essays</li> </ul>	<u>Focus Vocabulary</u>	<p><u>Tier 2 – Academic Vocabulary:</u></p> <p><u>Tier 3 – Content Vocabulary:</u>  Paraphrase, plagiarism, cyberplagiarism, quotations, block quotations, Works Cited, In-text citations, thesis, bias, viewpoint, fact, opinion, generalization, assumption, citation, annotated bibliography, summary notes, relevancy rating, reliability rating, synthesizing information, outline, documentation, editing, proofreading</p>

<p>Theme/Unit: English 12: Writing an Argumentative essay and Presenting a Debate (Estabrook)</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Basic parts of an argument</li> <li>• Strategies for reading an argument</li> <li>• Strategies for structuring an argument</li> <li>• Analysis of an argument</li> <li>• Characteristics of an argument</li> <li>• Evaluating evidence and claims</li> <li>• Ability to write an argument</li> <li>• Ability to orally present an argument</li> </ul>	<u>Reading Outcomes</u>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RI1, 4, 6, 7,  Cite strong, textual evidence to support analysis of what the text says explicitly and through inference  Determine the meanings of words and phrases as they are used in a text  Determine an author’s point of views or purpose  Integrate and evaluate multiple sources of information presented in different media or formats</p>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <p>The chapters contain several essays and articles (see “Informational Instructional Resources) for students to read, process, and analyze</p> <p>Students will select their own materials when working on their own projects</p>	<p><u>Instructional Resources</u></p> <p>Chapters 16 and 17 of <i>Successful College Writing</i> by Kathleen T. McWhorter</p>
<p><u>Assessments:</u></p> <p><u>Formative – During Unit:</u>  Quizzes on terms learned  Homework and classwork based on the exercises given in the chapters.  Guided writing assignment on one of eight topics supplied in the chapter</p> <p><u>Summative – End of Unit:</u>  Unit test on terms and two passages for students to analyze and then to write an argumentative essay explaining their position on the subject.</p> <p><u>Presentation:</u>  A finished argument essay on a topic of each student’s choice. This will be a research paper that clearly shows the student has considered multiple claims and pieces of evidence  Debate or power point presentation that clearly shows the student’s well-informed argument</p>	<u>Writing Outcomes</u>	<p>W 1 a-e, 4, 5, 6,7,8  Write arguments to support claims in an analysis of substantive topics or texts  Develop claim(s) and counterclaims fairly and thoroughly  Produce clear and coherent writing with appropriate development, organization, and style  Develop and strengthen writing with planning, revising, editing, and rewriting  Use technology to produce, publish, and update writing products  Conduct short as well as more sustained research projects to address a topic</p>	<p><u>Literature Based Writing:</u></p> <p><u>Informational Writing:</u>  A guided writing assignment based on the instructions given in the chapters</p> <p>A final argumentative essay based on claims and evidence gathered by each student</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Literature</u></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Poetry</u></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Informational</u></p> <p>“When Volunteerism Isn’t Noble” by Lynn Steirer  “Economic Affirmative Action” by Ted Koerth  “How Much is that Kidney in the Window” by Bruce Gottlieb  “Strip-Mining’ the Dead: When Human Organs Are for Sale” by Gilbert Meilaender  “Abolish the Penny” by William Safire  “Not White, Just Right” by Rachel Jones  “Would You Buy a Car that Looked Like This?” by Andrew Simms  “Why Consumers Have Ben Choosing SUVs” by John Merline</p>
<p><u>Notes:</u></p> <p><u>Review:</u></p> <p><u>Websites:</u></p>	<u>Language/Listening and Speaking</u>	<p>SL 1 (a-e), 2, 4, 6  Start and participate in collaborative discussions  Integrate multiple sources of information presented in diverse formats and media  Present information, findings, and supporting evidence, conveying a clear and distinct perspective  Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p>Debate or power point presentation that clearly shows the student’s well-informed argument</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><u>Focus Vocabulary</u></p> <p><u>Tier 2 – Academic Vocabulary:</u></p> <p><u>Tier 3 – Content Vocabulary:</u>  Issue, evidence, qualification, claim, warrant, backing, evidence, rebuttal, refutation, counter argument, counter claim  Paraphrase, plagiarism, cyberplagiarism, quotations, block quotations, Works Cited, In-text citations, thesis, bias, viewpoint, fact, opinion, generalization, assumption, citation, annotated bibliography, summary notes, relevancy rating, reliability rating, synthesizing information, outline, documentation, editing, proofreading</p>



<p><b>Theme/Unit:</b> E12 Compare and Contrast Essay (Estabrook)</p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Definition of a Compare and Contrast Essay</li> <li>• Characteristics of Compare and Contrast Essay</li> <li>• Integration of Compare and Contrast into an essay</li> <li>• Combining Comparison and Contrast with other patterns</li> </ul>	<b>Reading Outcomes</b>	<p><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RI1, 4, 6, 7,</p> <ul style="list-style-type: none"> <li>• Cite strong, textual evidence to support analysis of what the text says explicitly and through inference</li> <li>• Determine the meanings of words and phrases as they are used in a text</li> <li>• Determine an author’s point of view or purpose</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• The chapters contain several essays and articles (see “Informational Instructional Resources”) for students to read, process, and analyze</li> <li>• Students will select their own materials when working on their own projects</li> </ul>	<p><b>Instructional Resources</b></p> <p>Chapter 12 of <i>Successful College Writing</i> by Kathleen T. McWhorter</p>
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b></p> <ul style="list-style-type: none"> <li>• Quizzes on terms learned</li> <li>• Homework and classwork based on the exercises given in the chapters.</li> <li>• Guided writing assignment supplied in the chapter</li> </ul> <p><b>Summative – End of Unit:</b></p> <ul style="list-style-type: none"> <li>• Unit test on terms and two passages for students to analyze and then to write an argumentative essay explaining their position on the subject.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• A finished Compare and Contrast essay on a topic of each student’s choice. This will be a researched paper that clearly shows the student has considered multiple sources, points, and subjects.</li> </ul>	<b>Writing Outcomes</b>	<p>W 2 (a-f), 4, 5, 6,7,8</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly</li> <li>• Produce clear and coherent writing with appropriate development, organization, and style</li> <li>• Develop and strengthen writing with planning, revising, editing, and rewriting</li> <li>• Use technology to produce, publish, and update writing products</li> <li>• Conduct short as well as more sustained research projects to address a topic</li> </ul>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>• A guided writing assignment based on the instructions given in the chapter</li> <li>• A final Compare and Contrast essay based on claims and evidence gathered by each student</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Literature</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Poetry</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Informational</b></p> <ul style="list-style-type: none"> <li>• “An Amazing Journey: 100 Years in America” by Roger Simon and Angie Cannon</li> <li>• “Dearly Disconnected” by Ian Frazier</li> <li>• “Who’s Eating What, and Why, in the United States and Europe” by Thomas Kinnear, Kenneth Bernhardt, and Kathleen Krentler</li> <li>• “His Marriage and Hers: Childhood Roots” by Daniel Goleman</li> <li>• “Defining a Doctor, with a Tear, a Shrug, and a Schedule” by Abigail Zuger</li> </ul>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<b>Language/Listening and Speaking</b>	<p>L 1, 2; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> <li>• Oral presentations and visual aids will allow students to obtain, integrate, and present information from multiple sources</li> <li>• Class discussions</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Focus Vocabulary</b></p> <p><b>Tier 2 – Academic Vocabulary:</b></p>