



Gasconade R-2

**Objective Course Curriculum Report for: English III -
Eleventh Grade**

Generated on 11/23/2015

Name

English III Objective 1

Unit Objective

Apply pre-reading strategies to aid comprehension of a reading selection by A.
Accessing prior knowledge B. Previewing C. Predicting with text support or rationale

Created By

System

Creation Date

5/19/2013 7:19:23 PM +00:00

Modified By

JennyStockton

Modification Date

5/28/2013 8:40:52 PM +00:00

Sequence

1

Assessment Methods

Essential Questions

Course

English III

Unit

1.01 Pre-Reading

Objective used to assess students

Formative Assessment Activities

The student will be able to apply prior knowledge from American history, preview the text, and predict, with some text support or rationale, an anticipated outcome in a constructed response test.

Depth of Knowledge

80%

Learning Activity

1. The students will discuss in groups of 3, for 2 minutes, their prior knowledge of Native Americans, then discuss, as a class, the outcomes from the groups. 2. The students will discuss in groups of 3, for 1 minute, their prior knowledge of a myth, then discuss, as a class, the outcomes from the groups. 3. The students will discuss in groups of 3, for 2 minutes, what they anticipate what might happen next. The class would then discuss the outcomes of the groups.

Research-based Instructional Strategies

1. The teacher will model, using a selected myth, how prior knowledge enhances the reading. 2. The class will discuss the background of the Native American tribe, the prior knowledge of the term myth. 3. The class will discuss the possible anticipated outcome of the myth.

Supporting Resources

"The Earth on the Turtle's Back" Onodoga myth, "When the Grizzlies Walked Upright" Modoc myth, "The Navajo Origin Legend" Navajo myth

Correction Exercise

The student should note words and phrases related to the time period in order to gain a clearer understanding to the myth

Enrichment Exercise for Accelerated Learners

The student will compare/contrast a myth with other literature or movies, which deal with a singular theme in the myth.

Remediation for Struggling Learners

The student will reread the myth and clear up any confusing parts from a discussion with the teacher

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	4.4.c	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>4.4.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	---------------------------------------	--	--	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>4.4.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	---------------------------------------	--	--	---	--------------	---

Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	4.4.d	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	----------	--------------------------------	---	---	--	-------	--

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 2

Unit Objective

Read and comprehend literature using stories, dramas, and poems in order to
A. Determine meaning of unknown words
B. Question the text
C. Infer
D. Visualize
E. Detect complexity

Created By

System

Creation Date

5/19/2013 7:19:23 PM +00:00

Modified By

JennyStockton

Modification Date

5/28/2013 8:56:41 PM +00:00

Sequence

2

Assessment Methods

Essential Questions

Course

English III

Unit

1.02 During Reading

Objective used to assess students

Formative Assessment Activities

A. The students will read a sentence and apply the meaning of the highlighted words. B. The students will analyze the author's style of writing. C. The students will make inferences from the selection over specific literary concept or character. D. The student will write a visualization of a character from the selection in another situation.

Depth of Knowledge

80%

Learning Activity

A. The students will read a paragraph from a text (William Bradford's Of Plymouth Plantation) and determine the meaning of unknown wordsB. The students will read the entire selection from a text (William Bradford's Of Plymouth Planation),analyzing the author's style of writing./p>>C. The students will determine the meaning inferred in the selection and/or the personality types of the characters from the selection (members of the landing party or Native Americans from William Bradford's Of Plymouth Planation.)D. The students will write a visualization of a character from the selection in another situation.(William Bradford's Of Plymouth Plantation.)

Research-based Instructional Strategies

A.The teacher will model, using the smartboard, how to determine the meaning of unknown words from the text.B. The teacher will model, using the smartboard, how to read a short selection, write down questions as she/he reads.C. The teacher will model, using the short selection previously read from on the smartboard, how to infer the meaningD. The teacher will model, using the smartboard, a visualization from the short selection.

Supporting Resources

Of Plymouth Plantation by William Bradford or The General History of Virginia by John Smith

Correction Exercise

The student will break sentences down to better understand the words. The student should color code the nouns and verbs to see the parts of the sentences better.

Enrichment Exercise for Accelerated Learners

The student will dramatize William Bradford or John Smith talking to the Pilgrims

Remediation for Struggling Learners

The student will use a visual representation of a ship and story (film version such as "Squanto") to understand the story. Also the student should select unknown words from the story and have the teacher help them determine their meaning.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>RL.10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	----------------------------	--	--	-----------------	---

Grades 11-12 English Language Arts	Reading	Literature	Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	4.4.c	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>4.4.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	---------------------------------------	--	--	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>4.4.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	---------------------------------------	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Vocabulary Acquisition and Use</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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>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>4.4.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	---------------------------------------	--	--	---	--------------	---

Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	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).	5.5.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	5.5.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Analyze nuances in the meaning of words with similar denotations.	6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 3

Unit Objective

During reading, apply strategies to A. Monitor Comprehension B. Paraphrase C. Summarize

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 1:28:37 PM +00:00

Sequence

3

Assessment Methods

Essential Questions

Course

English III

Unit

1.03 During Reading

Objective used to assess students

Formative Assessment Activities

A. The students will be able to answer short answer questions over the comprehension of the selection. B. The students will be able to write a paraphrase of a short written selection. C. The students will be able to write a three sentence summary of a selection.

Depth of Knowledge

80%

Learning Activity

A. The students will apply comprehension strategies from the teacher's smartboard presentation in the form of activities within the presentation. B. The students will apply strategies for paraphrasing from the activities in the power point presentation. C. The students will apply strategies for summarizing from the power point presentation.

Research-based Instructional Strategies

A. The teacher will model strategies for reading comprehension of a selection in a smartboard presentation. B. The teacher will model strategies for paraphrasing from a power point presentation. C. The teacher will model strategies for summarizing a selection from a power point presentation.

Supporting Resources

"To My Dear and Loving Husband" by Anne Bradstreet

Correction Exercise

The student will note words of the time period and discuss the meaning with the teacher

Enrichment Exercise for Accelerated Learners

The student will apply the same strategies to Anne Bradstreet's poem, "Upon the Burying of OUR House July 10, 1666"

Remediation for Struggling Learners

The student will read the poem, line by line, and the teacher will explain the meaning of the words in that line

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.2.2	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Key Ideas and Details</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>RI.1.1</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	------------------------------	---	--	---------------	---

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.2.2	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	---------	--------------------	-----------------------	---	--	--------	--

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 4

Unit Objective

Access prior knowledge and apply post-reading skills in drawing conclusions.

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

Sequence

4

Assessment Methods

Essential Questions

Course

English III

Unit

1.04 Post-Reading

Objective used to assess students

Formative Assessment Activities

The student will read a short reading selection and apply prior knowledge to choose from a list of four, the most likely conclusion.

Depth of Knowledge

80%

Learning Activity

The students will read a short reading, and as a class discuss which is the most likely conclusion. Then the students will read several selections and practice picking out the most likely conclusion. The class will discuss each selection after the students have completed the assigned selections.

Research-based Instructional Strategies

The teacher will model from a smartboard activity how to draw conclusions from a short selection.

Supporting Resources

Samples might include "Poor Richard's Almanack" by Benjamin Franklin

Correction Exercise

Students will listen to an audio CD of the selection and follow along in the text. This will be followed by a discussion on each aphorism.

Enrichment Exercise for Accelerated Learners

Challenge students to analyze the meaning of the aphorisms. Then have the students write their own aphorisms which convey the same meaning as Franklin's.

Remediation for Struggling Learners

Discuss the meaning of "Life is a box of chocolates" in the metaphorical sense. The teacher will prompt the student see how to draw their own comparisons as they read each of Franklin's aphorisms.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.1.1	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 5

Unit Objective

The student will demonstrate knowledge of the 18th, 19th, and early 20th century foundational works of American Literature for the process of how to compare, contrast, analyze and evaluate connections. A. Text to text B. Text to self C. Text to world

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/31/2013 6:11:48 PM +00:00

Sequence

5

Assessment Methods

Essential Questions

Course

English III

Unit

1.05 Making Connections

Objective used to assess students

Formative Assessment Activities

A. The students will apply prior knowledge to compare, contrast, analyze and evaluate connections from text to text orally with a partner. B. The students will apply prior knowledge to compare, contrast, analyze and evaluate connections from text to self, orally with a partner. C. The students will apply prior knowledge to compare, contrast, analyze and evaluate connections from text to the world, orally with a partner.

Depth of Knowledge

80%

Learning Activity

A. The students will recall the meaning of each term: compare, contrast, analyze, and evaluate. Then they will review two literary selections with a partner apply these terms apply to text to text. B. The students will practice applying compare, contrast, analyze, and evaluate to text to self with a partner. C. The students will practice applying compare, contrast, analyze, and evaluate to text to the world with a partner.

Research-based Instructional Strategies

A. Before the teacher models two literary selections and discuss how information and relationships in the two selections can be compared, contrasted, analyzed, and evaluated, he or she will review the meaning of each term. B. The teacher will model how the same two literary selections can be compared, contrasted, analyzed, and evaluated in relationship to oneself. C. The teacher will model how the same two literary selections can be compared, contrasted, analyzed, and evaluated in relationship to the world.

Supporting Resources

A. "The Outcasts of Poker Flats" by Bret Harte
B. "Camouflaging the Chrimer" by Yusef Komunyakaa
C. "Ambush" from The Things They Carried by Tim O'Brien
"Earth on the Turtle's Back" Onondaga myth
"When Grizzlies Walked Upright" Modoc myth

Correction Exercise

A., B., C. The students will listen to the audio CD of the selection and follow along in the text. This is followed by student questions and a discussion of unclear areas. Also a short discussion on relation of each text to a time in history and their personal feeling on each selection.

Enrichment Exercise for Accelerated Learners

A. The students will critique Oakhurst's view of life.
B. The students will compare the two works with similar images. What do they convey about the Vietnam War?
C. The students will connect the stories of animal rescue/raising/ caring to the myths

Remediation for Struggling Learners

A and B. Students, with a partner, will read aloud each paragraph/stanza and answer any questions student might have over the selection. The teacher will explain any difficult passages to the students.C. Create a compare/contrast chart with the Onondaga and Modoc tribes from the main topics of discussion in the myths.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.7.7	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Literature	Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.2.2	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.9.9	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	---------	--------------------	-----------------------	--	--	--------	--

Version

4

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 6

Unit Objective

Access prior knowledge to identify, explain, analyze and evaluate techniques previously introduced, such as figurative language and sound devices.

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 2:05:07 PM +00:00

Sequence

6

Assessment Methods

Essential Questions

Course

English III

Unit

1.06 Literary Techniques

Objective used to assess students

Formative Assessment Activities

The students will apply their prior knowledge of literary techniques including euphemism on a multiple choice test.

Depth of Knowledge

80%

Learning Activity

The student will practice, from the smartboard activities, the way to identify, explain, analyze, and evaluate various literary techniques including euphemism.

Research-based Instructional Strategies

Using the smartboard, the teacher will present a lesson on review of literary techniques showing how to identify, explain, analyze, and evaluate them, stressing euphemism.

Supporting Resources

Samples may include "Coyote V. Acme" by Ian Frazier

Correction Exercise

The students will draw a thumbnail sketch as to what happens step by step.

Enrichment Exercise for Accelerated Learners

The students will make a catalogue of Acme Company products. They should list the products and explain how each one functions.

Remediation for Struggling Learners

The student will watch "Road Runner" cartoons first, then read about legal briefs in order to help student understand the absurdity in the cartoons.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.2.2	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>RL.6.6</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	----------------------------	--	--	---------------	---

Grades 11-12 English Language Arts	Reading	Literature	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Craft and Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	5.5.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	5.5.b	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 7

Unit Objective

Use details from text in fiction/poetry/dramaA. Analyze character, plot, setting, point of viewB. Analyze the development of a theme across genresC. Evaluate the effect of tone on the overall meaning of work

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 2:14:14 PM +00:00

Sequence

7

Assessment Methods

Essential Questions

Course

English III

Unit

1.07 Literary Elements

Objective used to assess students

Formative Assessment Activities

A. Students will analyze character, plot, setting, and point of view in relationship to a text in the form of multiple choice questions from fiction/ poetry/drama. B. Students will analyze the development of a theme across the genres from a text in the form of multiple from fiction/ poetry/drama C. Students will evaluate the effect of tone on the over all meaning of the text in the form of multiple choice questions from fiction, poetry, and drama.

Depth of Knowledge

80%

Learning Activity

The students will follow all the smartboard activities and participate in class discussions on each of three areas.

Research-based Instructional Strategies

Methods may include a smartboard activity, the teacher will model from a smartboard lesson how toA. analyze character, plot, setting, point of view.B. Analyze the development of a theme across genre.C. Evaluate the effect of tone on the overall meaning of the text from fiction, poetry, drama.

Supporting Resources

Samples of selections such as A., B., C. "The Crucible" by Arthur Miller(drama)A, B., C "Outcasts of Poker Flats" by Bret Harte (fiction)A., B., C "Willie Has Gone to War" by George Cooper(poetry)

Correction Exercise

(drama)The student will break down into main ideas and key supporting details, the event for each act of the play. Then the teacher will discuss with the student, any areas that they do not understand.(fiction)The students will listen to the story on an audio CD and discuss any parts of the story which the students do not understand.(poetry) The students will listen to the poem on an audio CD and disucss any part of the story which the students do not understand.

Enrichment Exercise for Accelerated Learners

(drama) The students will create a character sketch of any character in which the students evaluate a character's strengths and weaknesses.(fiction) The students will participate in a play adapted from the story.(poetry) The students will create a poem that Willie might have written and sent back to someone he misses at home.

Remediation for Struggling Learners

(drama) The students, prompted by the teacher, will construct a cause/effect chain graphic organizer to help understand who happens in each act.(fiction) Explain games of chance to the students, such as gambling.(poetry) Discuss with the students the Civil War and the harsh realities of battle.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.2.2	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Key Ideas and Details</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>RL.3.3</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	------------------------------	---	--	---------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Key Ideas and Details</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RL.5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	------------------------------	---	--	---------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>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>RI.1.1</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	----------------------------	---	--	---------------	---

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.2.2	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 8

Unit Objective

Access prior knowledge from an argumentative text to
A. Analyze and evaluate the organizational patterns
B. Identify and analyze faulty reasoning and unfounded inferences
C. Evaluate proposed solutions
D. Evaluate effect of tone on the overall meaning of work
E. Analyze and evaluate point of view
F. Analyze and evaluate the type of appeal (emotional, ethical, and logical)

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 2:36:24 PM +00:00

Sequence

8

Assessment Methods

Essential Questions

Course

English III

Unit

1.08 Text Structures

Objective used to assess students

Formative Assessment Activities

The students will apply their prior knowledge of analyzing, identifying, and evaluating organizational patterns, faulty reasoning and unfounded inferences, proposed solutions, effect of tone on the overall meaning of work, point of view and type of appeal (emotional, ethical, logical) appeal in arguments in the form on a multiple choice evaluation.

Depth of Knowledge

80%

Learning Activity

Sample activities include participation in the smartboard activities for review of the five areas and learn how to analyze and evaluate the type of appeal(emotional, ethical, and logical). Then they will practice with a partner from a selection, helping one another through the thinking process involved.

Research-based Instructional Strategies

Using a presentation, the teacher will model a short reivew of analyzing and evaluating organizational patterns, identifying and analyzing faulty reasoning and unfounded inferences, evaluating proposed solutions, evaluating effct of tone on the overall meaning of a text, analyzing and evaluating point of view.Next the teacher will model in the presentation how to analyze and evaluate the type of appeal (emotiona, ethical, and logical).

Supporting Resources

Patrick Henry's Speech in the Virginia Convention"

Correction Exercise

The students will find meaning of terms which are unclear and discuss them.

Enrichment Exercise for Accelerated Learners

The student would write a speech taking one side of a contemporary issue.

Remediation for Struggling Learners

The student works with a partner to read and to review each paragraph and discuss its meaning.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.3.3	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Literature	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	---------	------------	-----------------------	--	---	--------	--

<p>Grades 11-12 English Language Arts</p>	<p>Reading</p>	<p>Literature</p>	<p>Craft and Structure</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>RL.6.6</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	-------------------	----------------------------	--	--	---------------	---

Grades 11-12 English Language Arts	Reading	Literature	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.3.3	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Craft and Structure	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI.8.8	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 9

Unit Objective

Read and comprehend nonfiction independently and proficiently for their themes, purposes, and rhetorical features

Created By

JennyStockton

Creation Date

5/29/2013 2:43:41 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 6:15:16 PM +00:00

Sequence

9

Assessment Methods

Essential Questions

Course

English III

Unit

1.09 Informational/Nonfiction Text

Objective used to assess students

Formative Assessment Activities

Read subject-specific nonfiction to enhance and to prepare for application of course-specific projects.

Depth of Knowledge

80%

Learning Activity

The student will read a variety of nonfiction works.

Research-based Instructional Strategies

The instructor will model the specific project, providing a rubric and discussing the steps with student to complete project.

Supporting Resources

Any colonial period writings that are nonfiction.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RI.7.7	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Reading	Informational Text	Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.9.9	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Reading	Informational Text	Integration of Knowledge and Ideas	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	RI.10.10	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	---------	--------------------	------------------------------------	---	--	----------	--

Version

6

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 10

Unit Objective

Access prior knowledge to composing a text showing an awareness of audience and choosing a format and point of view appropriate to purpose and audience.

Created By

System

Creation Date

Modified By

JennyStockton

Modification Date

5/29/2013 3:22:04 PM +00:00

Sequence

10

Assessment Methods

Essential Questions

Course

English III

Unit

2.01 Audience and purpose

Objective used to assess students

Formative Assessment Activities

Students will apply prior knowledge to the understanding of the awareness of their audience and point of view appropriate to purpose and audience in a variety of short answer questions.

Depth of Knowledge

80%

Learning Activity

The students will follow the smartboard activities and learn the steps for awareness of audience and how to choose a format and point of view appropriate to purpose and audience.

Research-based Instructional Strategies

The teacher will model, using a technology presentation, how to know the awareness of the audience and how to choose a format and point of view appropriate to purpose and audience.

Supporting Resources

Writings similar to Patrick Henry's "Speech to the Virginia Convention"

Correction Exercise

The student will listen to an audio CD of the speech and then discuss the issues they do not understand with the teacher.

Enrichment Exercise for Accelerated Learners

The student will write a rebuttal speech to Henry's speech from the British point of view.

Remediation for Struggling Learners

Prompt students to make appropriate response about the convention and what was historically happening during the time period.. Also guide the student to create a graphic organizer of the format and points of view of the speech.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 11

Unit Objective

Access prior knowledge in composing a text with a strong controlling idea, relevant /specific details, complex ideas, and freshness of thought

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 3:41:27 PM +00:00

Sequence

11

Assessment Methods

Essential Questions

Course

English III

Unit

2.02 Ideas and Content

Objective used to assess students

Formative Assessment Activities

The students will apply prior knowledge to their understanding of a strong controlling idea, relevant /specific details, complex ideas, and freshness of thought in a text in the form of a multiple choice test.

Depth of Knowledge

80%

Learning Activity

The students will participate in technology activities in reviewing a strong controlling idea, relevant/specific details, complex ideas, and freshness of thought.

Research-based Instructional Strategies

The teacher, using a technological presentation, will model the review process of a strong controlling idea, relevant/ specific details, complex ideas, and freshness of thought.

Supporting Resources

Writings such as "The Crucible" (Act IV) by Arthur Miller

Correction Exercise

The teacher will prompt the students, focusing on the missed multiple choice questions from the test, so students will understand why they missed each question.

Enrichment Exercise for Accelerated Learners

The student will create an essay on the assigned topic but from the opposite approach in selected writings.

Remediation for Struggling Learners

The students will construct a graphic organizer to help comprehend the controlling idea, specifics, complex ideas and how to approach in a different manner.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	2.2.c	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 12

Unit Objective

Access prior knowledge in composing a text with effective beginning, middle, and end; logical, effective paragraphing; cohesive devices; varied sentence structure; clarity of expression; active voice.

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 3:58:35 PM +00:00

Sequence

12

Assessment Methods

Essential Questions

Course

English III

Unit

2.03 Organization and Sentence Structure

Objective used to assess students

Formative Assessment Activities

The students will apply prior knowledge in composing a text with effective beginning, middle, and end; logical, effective paragraphing; cohesive devices; varied sentence structure; clarity of expression; active voice in the form of a multiple choice test and/or other project(s).

Depth of Knowledge

80%

Learning Activity

The students will utilize different technology applications to review the organizational concepts in writing as well as sentence structure.

Research-based Instructional Strategies

The teacher will model, using an electronic presentation review an effective beginning, middle, and end, logical order, effective paragraphing, cohesive devices, varied sentence structure, clarity of expression, and active voice.

Supporting Resources

Selections included but are not limited to "An Episode of War" by Stephen Crane.

Correction Exercise

The student will rewrite teacher-corrected writing to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will create a writing on the assigned topic but from the opposite point of view.

Remediation for Struggling Learners

The student, with the teacher prompting, will construct a graphic organizer to understand parts of the writing, putting transitional words as connecting ideas between parts of the writing.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	2.2.f	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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).	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Knowledge of Language	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.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 13

Unit Objective

Access prior knowledge to composing a text using precise and vivid language, and writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices.

Created By

System

Creation Date

5/19/2013 7:19:24 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 5:12:06 PM +00:00

Sequence

13

Assessment Methods

Essential Questions

Course

English III

Unit

2.04 Word Choice

Objective used to assess students

Formative Assessment Activities

The students will apply prior knowledge of composition of a text, on a multiple choice test, for precise and vivid language and various writing techniques (such as imagery, humor, voice, figurative language, and rhetorical devices).

Depth of Knowledge

80%

Learning Activity

The students will participate in the various technological activities to review precise and vivid language and writing techniques.

Research-based Instructional Strategies

The teacher will model, in the form a review, an electronic presentation on precise language, vivid language, and various writing techniques (imagery, humor, voice, figurative language, and rhetorical devices).

Supporting Resources

Selections similar to: "Sinners in the Hands of an Angry God" by Jonathan Edwards, "The Notorious Jumping Frog of Calaveras County" by Mark Twain, Or "An Occurrence at Owl Creek Bridge" by Ambrose Bierce

Correction Exercise

The student will rewrite teacher corrected writing in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

Student will create a writing from the opposite point of view as the original writing assignment.

Remediation for Struggling Learners

The students, prompted by guidance from the teacher, will construct a graphic organizer to see vivid language and writing techniques in the literature, then apply these techniques to their own writing.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 14

Unit Objective

Compose a persuasive writing

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 5:27:32 PM +00:00

Sequence

14

Assessment Methods

Essential Questions

Course

English III

Unit

2.05 Forms/Types/Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will compose a persuasive/argumentative writing.

Depth of Knowledge

80%

Learning Activity

The students will participate in the power point activities on elements of persuasion and how to create a persuasive/argumentative writing.

Research-based Instructional Strategies

The teacher will model, using a power point presentation, how to create a persuasive/argumentative essay.

Supporting Resources

Selections similar to Patrick Henry's "Speech to The Virginia Convention"

Correction Exercise

The student will rewrite teacher corrected writing in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will create a written rebuttal to a current congressional issue.

Remediation for Struggling Learners

The student, prompted by guidance from the teacher, will construct a graphic organizer to help them understand how to put the writing together.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Text Types and Purposes</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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.</p>	<p>1.1.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--------------------------------	---	---	---	--------------	---

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	2.2.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	---	--	---	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 15

Unit Objective

Compose a narrative writing.

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 6:14:30 PM +00:00

Sequence

15

Assessment Methods

Essential Questions

Course

English III

Unit

2.06 Forms/Types/Modes of Writing

Objective used to assess students

Formative Assessment Activities

The students will compose a narrative writing.

Depth of Knowledge

80%

Learning Activity

The students will participate in the activities from the smartboard lesson regarding creation of narrative essay using a variety of topics.

Research-based Instructional Strategies

The teacher will model, using the smartboard, how to compose a narrative writing.

Supporting Resources

Read samples from Chicken for the Soul books.

Correction Exercise

The student will rewrite teacher corrected writing in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will write a more scientific narrative.

Remediation for Struggling Learners

The student, prompted by the teacher, will construct a graphic organizer for part of the writing.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	3.3.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	3.3.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	3.3.c	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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).	3.3.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	---	--	---	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 16

Unit Objective

Compose a literary analysis writing

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 5:58:33 PM +00:00

Sequence

16

Assessment Methods

Essential Questions

Course

English III

Unit

2.07 Forms/Types/Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will compose a literary analysis writing.

Depth of Knowledge

80%

Learning Activity

The student will utilize technology applications to create a literary analysis writing.

Research-based Instructional Strategies

The teacher will model, using a technological presentation, how to create a literary analysis writing.

Supporting Resources

Writings such as "The Crucible" by Arthur Miller

Correction Exercise

The student will rewrite teacher corrected writing in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will write an analysis of a character from a novel recently read.

Remediation for Struggling Learners

The student, prompted by the teacher, will construct a graphic organizer in order to see how the part of an analysis fit together.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Text Types and Purposes</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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.</p>	<p>1.1.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--------------------------------	---	---	---	--------------	---

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	2.2.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	2.2.e	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.2.f	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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).	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	---	--	---	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 17

Unit Objective

Compose an informative/explanatory writing

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 6:29:04 PM +00:00

Sequence

17

Assessment Methods

Essential Questions

Course

English III

Unit

2.08 Forms/Types/ Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will compose an informative/explanatory essay

Depth of Knowledge

80%

Learning Activity

The students will participate the technological applications and learn the process necessary for creating an informative/explanatory essay.

Research-based Instructional Strategies

The teacher will model, using a smartboard lesson, how to create a informative/explanatory essay.

Supporting Resources

Writings similar to "The Right Stuff" by Tom Wolfe and a variety of online text pieces and/or student created informative essay to use as a model.

Correction Exercise

The student will rewrite teacher corrected writing for an understanding of how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will write an additional informative/explanatory writing from a contemporary issue.

Remediation for Struggling Learners

The student, prompted by the teacher, will construct a graphic organizer in order to understand the point in the writing.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	2.2.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	2.2.d	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	2.2.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.2.f	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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).	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		9.9.a	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Language</p>	<p>Knowledge of Language</p>	<p>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>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>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>6</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-----------------	------------------------------	--	--	--	----------	---

College- and Career- Readines s Anchor Standards	Language	Vocabulary Acquisition and Use	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.			5.5	College- and Career- Readines s Standards and K- 12 English Language Arts
---	----------	---	---	--	--	-----	---

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	------------------------	-------------------------------------	--	---	--	-----	--

Version

7

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 18

Unit Objective

Compose a reflective writing

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

Sequence

18

Assessment Methods

Essential Questions

Course

English III

Unit

2.09 Forms/Types/Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will compose a reflective writing.

Depth of Knowledge

80%

Learning Activity

The student will participate in the activities from technological applications to create a reflective writing.

Research-based Instructional Strategies

Using a technological presentation, the teacher will model the elements specific to a reflective writing.

Supporting Resources

Writings such as Chicken Soup for the Soul and House on Mango Street and/or "For the Love of Books" by Rita Dove

Correction Exercise

The student will rewrite teacher corrected writing in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will interview a person and write a reflecting writing about the person's passionate hobby.

Remediation for Struggling Learners

The student will share their favorite childhood book, the construct a graphic organizer with the ideas for their writing.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	---	--	---	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Knowledge of Language	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.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	5	College- and Career-Readiness Standards and K-12 English Language Arts
College- and Career-Readiness Anchor Standards	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

5

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 19

Unit Objective

Analyze and evaluate various media research to compose a research paper in the MLA format

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 6:55:03 PM +00:00

Sequence

19

Assessment Methods

Essential Questions

Course

English III

Unit

2.10 Forms/Types/ Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will analyze and evaluate various media research to compose a research paper in the MLA format

Depth of Knowledge

80%

Learning Activity

The students will utilize technological applications as well as models to create a research paper.

Research-based Instructional Strategies

The teacher will model, using a technological presentation and/or finished research paper.

Supporting Resources

Research information will be analyzed and evaluated and placed on a works cited page of a research paper.

Correction Exercise

The student will rewrite teacher corrected a works cited page for the research paper in order to understand how to correct errors.

Enrichment Exercise for Accelerated Learners

The student will research and evaluate information for a short writing assignment on another topic.

Remediation for Struggling Learners

The student, prompted by the teacher, will construct a works cited page.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach .	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 .		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		7.7	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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>8.8</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	---	--	------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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 texts from the same period treat similar themes or topics”).</p>	<p>9.9.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	3.3.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Knowledge of Language	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.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	6.6	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	----------	-----------------------	---	---	---	-----	--

Version

5

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 20

Unit Objective

In a small group discussion create concise presentations on the topic assigned, incorporate appropriate media or technology, respond to feedback, defend ideas, demonstrate poise and self-control.

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

Sequence

20

Assessment Methods

Essential Questions

Course

English III

Unit

3.01 Discussion and Presentation

Objective used to assess students

Formative Assessment Activities

The student will participate in discussion with a small group (3 members) how to create concise presentations on a topic, incorporate media/technology, respond to feedback, defend ideas, demonstrate poise and self-control.

Depth of Knowledge

80%

Learning Activity

The student will participate in the activities from technological applications to learn correct discussion skills in a group and how to create a strong group presentation.

Research-based Instructional Strategies

The teacher will model, using a technological applications how to create a presentation in a group, using disucssion to determind media/tehcnology/ respond to feedback, defend ideas, and demonstrate poise and self-control. The criteria and rubric for the group presentation will be given at this time.

Supporting Resources

Choice of three poems or other writings from the literature textbook.

Correction Exercise

The student will choose three simpler poems with themes which are easier to understand. Perhaps poems from Silverstein would be good.

Enrichment Exercise for Accelerated Learners

The students will incorporate technology to show connection among selected writings to everyday life.

Remediation for Struggling Learners

The student, prompted by the teacher, will construct a graphic organizer and fill in from poesm chosen in the group; then they will construct another graphic organizer to relate the theme to everyday life.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.		10.10	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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>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.</p>	<p>1.1.b</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>1.1.c</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	---	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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>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.</p>	<p>1.1.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	--	--------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>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>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>	<p>2.2</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	---	------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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>4.4</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	--	------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>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>5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	--	------------	---

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Version

6

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 21

Unit Objective

Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Created By

JennyStockton

Creation Date

5/29/2013 7:25:44 PM +00:00

Modified By

JennyStockton

Modification Date

5/31/2013 6:15:22 PM +00:00

Sequence

21

Assessment Methods

Essential Questions

Course

English III

Unit

3.02 Evaluate and Provide Feedback

Objective used to assess students

Formative Assessment Activities

A student will listen critically to presentations, evaluate effectiveness, and provide feedback, regarding the validity and reliability of the speaker's delivery of the message.

Depth of Knowledge

80%

Learning Activity

A student will utilize technology applying to understand presentation skills as well as practice his or her presentation in a small group that evaluates them.

Research-based Instructional Strategies

The teacher will model, using technological applications, selected writings, and/or guest speaker, so the student may hear the speaker's message and be able to respond and provide feedback to the speaker. They will assess the speaker using a teacher-created rubric.

Supporting Resources

Any selected writings and/or guest speaker.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	3.3	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		4.4	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>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>5.5</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	-------------------------------	--	---	--	--	------------	---

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		RI.7.7	College- and Career-Readiness Standards and K-12 English Language Arts

Version

3

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English III Objective 22

Unit Objective

Create an appropriate research plan to guide investigation and research from multi-media sources (primary and secondary sources), evaluate source reliability and record relevant information from the multi-media sources (primary and secondary sources).

Created By

System

Creation Date

5/19/2013 7:19:25 PM +00:00

Modified By

JennyStockton

Modification Date

5/29/2013 7:42:39 PM +00:00

Sequence

22

Assessment Methods

Essential Questions

Course

English III

Unit

4.01 Research Plan

Objective used to assess students

Formative Assessment Activities

The students will create an outline from multi-media sources (primary and secondary), evaluate the source by examining author and basis of information for reliability, as well as utilize other technological applications to create the research paper in MLA format.

Depth of Knowledge

80%

Learning Activity

The students will participate in the activities from a technological presentation in learning how to create a research plan.

Research-based Instructional Strategies

The teacher will model, from a technological presentation, the process for creating a research plan.

Supporting Resources

Students may choose from teacher-approved topics.

Correction Exercise

The student will rewrite teacher-corrected research paper points.

Enrichment Exercise for Accelerated Learners

The student will utilize technological applications to further understand the research.

Remediation for Struggling Learners

The teacher will prompt the student research his or her topic using a variety of technological applications.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Writing	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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>7.7</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	---	--	---	--	------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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>8.8</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	---	--	------------	---

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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>9.9.a</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	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 texts from the same period treat similar themes or topics”).	9.9.b	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	---------	---	---	---	--	-------	--

<p>Grades 11-12 English Language Arts</p>	<p>Writing</p>	<p>Research to Build and Present Knowledge</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>10.10</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
---	----------------	--	--	--	--	--------------	---

Grades 11-12 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Observe hyphenation conventions.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 11-12 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
------------------------------------	----------	---------------------------------	--	--	---	-------	--

Version

4

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement