

Spring: Unit 1 -> Juvenile Justice

Juvenile Justice

English 12

Duration: Week 8

Planned By: Faulkner, Selekman,
Des Moines, Homen and Perez


STEP 1: IDENTIFYING WHAT THE STUDENTS WILL LEARN
DIRECTIONS
<p>To begin planning this unit choose no more than SIX power standards that will be the center of the learning in your unit. These standards should be standards that have not been covered in class or standards with which students need additional practice. These standards will influence the other elements in the unit plan.</p> <p>For each power standards, do the following: e</p> <ol style="list-style-type: none"> 1. Copy the entire standard 2. Identify the SBAC claim(s) and target(s) with which the standard best aligns 3. Identify the concepts that students need to know and understand to show mastery of this standard 4. Identify possible formative assessments that can be used to assess student progress towards mastery 5. Identify possible summative assessments that can be used to assess student progress towards mastery 6. Identify the skills that students need to be able to do to show mastery of this standard 7. Identify possible formative assessments that can be used to assess student progress towards mastery 8. Identify possible summative assessments that can be used to assess student progress towards mastery 9. Provide possible interventions for the standard
RESOURCES
<ul style="list-style-type: none"> • LAUSD ELA High Leverage Practice Document <ul style="list-style-type: none"> ◦ ROYBAL ELA High Leverage Instructional Resources (9-12) • MyPerspectives Scope and Sequences <ul style="list-style-type: none"> ◦ myPerspectives Scope and Sequence Grades 6-12 • Standards <ul style="list-style-type: none"> ◦ Reading Lit Standards 9-12.pdf ◦ Reading Information Standards K-12.pdf ◦ Writing Standrads 9-12.pdf ◦ Speaking and Listening Standards 9-12.pdf ◦ Language Standards 9-12.pdf • Unpacked Standards <ul style="list-style-type: none"> ◦ 9-10 Standards Unpacked ◦ 11-12 Standards Unpacked • Standard -> SBAC Claim/Target Alignment <ul style="list-style-type: none"> ◦ SBAC-Claims-Targets-Standard-Alignment-HS-ELA-2.pdf • Identifying Skills & Concepts <ul style="list-style-type: none"> ◦ The Teacher Clarity Playbook Modules 1-3.pdf (Module 1)

	POWER STANDARD #1	POWER STANDARD #2	POWER STANDARD #3	POWER STANDARD #4	POWER STANDARD #5	POWER STANDARD #6
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Standard	RI.12.1 -> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.12.2 -> 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.12.4 -> 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). (See grade 11-12 Language standards 4-6 for additional expectations.) CA	W.12.1 -> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a-f)	SL.12.1 -> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a-d)	L.12.4 -> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (a-d)
Learning Objective	Students will be able to <i>analyze the structure of informational texts</i> related to juvenile justice, identifying key ideas and supporting details to demonstrate comprehension and the ability to summarize main points accurately.	Students will be able to <i>determine two or more central ideas</i> of a text on juvenile justice and <i>analyze their development</i> over the course of the text, using specific evidence to explain how the ideas are introduced, elaborated, and refined.	Students will be able to <i>analyze the meaning of specific words and phrases</i> as they are used in texts, including figurative, connotative, and technical meanings, and explain how they impact the text's meaning.	Students will be able to <i>write a coherent argumentative essay</i> on a topic related to juvenile justice, using evidence from multiple sources to support their claims, and organizing their writing logically with clear introductions, body paragraphs, and conclusions.	Students will be able to <i>engage in collaborative discussions</i> on juvenile justice topics, building on others' ideas and expressing their own ideas clearly and persuasively, while respecting diverse perspectives.	Students will be able to <i>determine and clarify the meaning of unknown words and phrases</i> encountered in texts about juvenile justice, using context clues, dictionaries, and other resources to enhance comprehension and use academic language effectively.
Concept(s) (Nouns)	<ul style="list-style-type: none"> Textual evidence Inference 	<ul style="list-style-type: none"> Theme Central idea Summary 	<ul style="list-style-type: none"> Meaning of words Figurative, connotative, technical meaning Meaning of key terms 	<ul style="list-style-type: none"> Arguments Substantive topics/texts Reasoning Evidence 	<ul style="list-style-type: none"> Collaborative discussions Diverse partners 	<ul style="list-style-type: none"> Multiple meaning words Unknown words

Skill(s) (Verbs)	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence • Support analysis of what the text says • Inference drawn from the text 	<ul style="list-style-type: none"> • Determine two or more themes or central ideas • Analyze their development • Interact with one another • Build on one another • Produce • Provide an objective summary 	<ul style="list-style-type: none"> • Determine the meaning • Analyze how an author uses key terms • Analyze how an author refines key terms 	<ul style="list-style-type: none"> • Write arguments • Support claims • Use valid reasoning • Use relevant and sufficient evidence 	<ul style="list-style-type: none"> • Building on other's ideas • Expressing their own ideas 	<ul style="list-style-type: none"> • Determine the meaning • Clarify the meaning
Formative Assessment	<ul style="list-style-type: none"> • Appendix A/ Activity 5: Charting Multiple Texts • Activity 4: Exploring Key Concepts 	<ul style="list-style-type: none"> • Activity 17: Thinking Critically 	<ul style="list-style-type: none"> • Activity 1, 7: Understanding Key Vocabulary 	<ul style="list-style-type: none"> • Activity 24: Reading for Understanding • Activity 28: Considering Your Task and Your Rhetorical Situation • Activity 32: Making Choices as You Write – Evaluating Thesis Statements 	<ul style="list-style-type: none"> • Activity 12: Examining the Structure of the Text • Activity 25: Considering the Rhetorical Situation 	<ul style="list-style-type: none"> • Activity 1, 7: Understanding Key Vocabulary
Summative Assessment	OpEd (Argument) Essay		Vocabulary Quiz	OpEd (Argument) Essay		Vocabulary Quiz
Possible Interventions						

STEP 2: IDENTIFY THE ASSESSMENT PLAN
<p>DIRECTIONS</p> <p>After identifying the concepts and skills that students will learn throughout the unit, plan the assessments that will be used in the unit.</p> <p>Begin by designing a summative assessment task that will measure the concepts and skills taught throughout the unit. Consider the type of assessment(s) that will be used, the instructions of the task, the skills and concepts needed, the rubric that will be used, and the connection to the SBAC blueprint. Since the resources have not been chosen, it is okay for the summative assessment to start as a very broad idea that is revised and edited after resources are identified.</p> <p>After deciding on a summative assessment, decide on formative assessments that will be used to determine student progress towards readiness for the summative. For each formative assessment consider the type of assessment that will be used, the frequency, the grading methods, and the connection to the summative assessment.</p>
<p>SUMMATIVE ASSESSMENT(S)</p> <p>Complete the following information for the summative assessment that students will complete at the end of the unit.</p>

Type of Assessment What type of assessment will students complete to show their learning?	OpEd Article (Argument Essay)
Task Instructions	Students write an opinion piece to be published on a Web site for those interested in the issue of juvenile crime, particularly state policymakers. Students use what they have learned through reading and discussion about the issues surrounding charging and sentencing juveniles, juvenile brain development, and the implications for juvenile accountability and rehabilitation to take a position on the issue. They apply what they have discovered about analyzing the rhetorical situation and the genre of the open letter to create their own letters tailored for their intended audience in order to make the argument for their position on juvenile sentencing.
Needed Content What content knowledge will students need to be successful on this assessment?	<ul style="list-style-type: none"> • Rhetorical Strategies • Evidence (Quotations) • Argument Structure <ul style="list-style-type: none"> ◦ Claim ◦ Commentary (Reasoning) •
Needed Skills What skills will students need to be successful on this assessment?	<ul style="list-style-type: none"> • Citing Textual Evidence • Choosing Strong Evidence • Transitioning in Writing • Making Inferences • Writing Strong Commentary <ul style="list-style-type: none"> ◦ Connecting Evidence to Claim • Analyzing Texts • Annotating Texts
Grading (Rubric) What is the common tool that will be used to grade the assessment?	 SBAC Rubrics.pdf

STEP 3: IDENTIFY THEME/TOPIC, ESSENTIAL QUESTION(S), & PURSUITS
<p>After drafting the summative assessment for the unit, begin to consider what content the unit will cover.</p> <p>Begin by deciding on the theme/topic of the unit. Consider what the theme/topic will be and why the topic is relevant and important to students.</p> <p>Next identify essential question(s) to help guide students throughout the unit. Consider what the question(s) will be, how the question(s) will be used to help guide student learning, and why the question(s) is relevant to students.</p> <p>Finally, identify which of the five identity pursuits from Dr. Gholdy Muhammed will be in the unit. Consider which pursuits will be included, how they will be included, and why these pursuits are important for students.</p>

Theme/Topic	What is the theme/topic?	Juvenile Justice
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	<p>Why is this theme/topic relevant to students?</p> <p>Why is this theme/topic important to students?</p>	<p>This topic is relevant to students because it is discussing issues of individuality, dependence versus independence, and other issues dealing with individuals their age.</p> <p>This topic is important because the issue of justice, consequences, and brain development all impact their individual lives.</p>
Essential Question(s)	What is the essential question for the unit?	<ul style="list-style-type: none"> How should juveniles who commit serious crimes be treated in the criminal justice system? When, if ever, should they be punished as adults if they have committed "adult" crimes? What evidence is there that juveniles can mature and return to productive life after committing a serious crime? To what extent should the desires of victims and the families of victims be taken into consideration in charging and sentencing juveniles who have committed crimes against them? Are juveniles of color equitably treated in the juvenile justice system? In other words, are they treated in the same way as white juveniles who commit the same crime?
	How will the essential question help drive the learning throughout the unit?	These questions help drive the learning by driving the guiding reading and helping students gain an understanding of the issue.
	How does the essential question connect to the summative assessment?	The essential questions connect to the summative because they help students develop their ideas and find information that they will need to complete the summative assessment.


STEP 5: PLANNING LEARNING ACTIVITIES
<p>Finally, begin to plan the learning activities. Ensure that there is the appropriate number of weeks for the unit.</p> <p>To plan your learning activities, do the following:</p> <ol style="list-style-type: none"> 1. Calendar your common summative assessment(s).. 2. Calendar common formative assessment(s). 3. Calendar skills and concepts, so that they are taught prior to the assessments where they are needed. 4. Calendar texts that match the skills and concepts being taught, ensuring that an appropriate amount of time is provided. 5. Check the list of what the students will learn and ensure that all items are calendared into the unit.

Week 1 (Jan 6-10)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Activity 1: Understanding Key Vocabulary</p> <p>Activity 2: Getting Ready to Read - The Lionel Tate Video</p>	<p>"'Wrestling Defense' Murder Trial of 12-Year-Old Lionel Tate"</p> <p>Joseph Hall Video</p>	<p>Tri-Fold Video Notes</p>	<p>Lionel Tate Video: ▶ "Wrestling Defense" Murder trial ...</p> <p>Joseph Hall Video: ▶ The murder of an American Nazi</p>


	<p>RI.12.2: 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.</p> <p>RI.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>SL.12.3: 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.</p> <p>L.12.4.a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.12.4.b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Activity 4: Exploring Key Concepts	Nathaniel Brazil Video		<p>Nathaniel Brazil Video:</p> <p>Exclusive: Nathaniel Brazil Spea...</p>
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Week 2 (Jan 13-17)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.4: Determine the meaning of words and phrases as they are used in</p>	<p>Activity 6: Surveying the Text; Making Predictions and Asking Questions</p> <p>Activity 7: Understanding Key Vocabulary</p> <p>Activity 9: Reading for Understanding</p>	Holloway, "Should 11-Year Olds Be Charged with Adult Crimes?"	Charting Multiple Texts	

	<p>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).</p> <p>RI.12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>W.12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p> <p>L.12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Activity 10: Annotating and Questioning the Text</p> <p>Activity 11: Negotiate Meaning-Sentence Unpacking</p> <p>Activity 12: Examining the Structure of the Text</p> <p>Activity 13: Synthesizing Multiple Perspectives - Charting Multiple Texts</p>			
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Week 3 (Jan 20-24)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2: 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.</p>	<p>Activity 14: Exploring Key Concepts</p> <p>Activity 15: Surveying the Text</p> <p>Activity 15A: Annotating and Questioning the Text (Teacher Created)</p>	Dobbs, "Beautiful Brains"	Charting Multiple Texts	<p>Teenage Brain Video:</p> <p> Why are teens so predisposed to...</p>

	<p>RI.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>L.12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
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Week 4 (Jan 27-31)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2: 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.</p> <p>RI.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Activity 15: Surveying the Text</p> <p>Activity 15A: Annotating and Questioning the Text (Teacher Created)</p> <p>Activity 16: Negotiating Meaning</p> <p>Activity 17: Thinking Critically</p>	TEXT 2: Dobbs, "Beautiful Brains"	Charting Multiple Texts	<p>Teenage Brain Video:</p> <p> Why are teens so predisposed to...</p>

	<p>SL.12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
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Week 5 (Feb 3-7)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2: 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.</p> <p>RI.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>L.12.4: 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</p>	<p>Activity 19: Reading for Understanding</p> <p>Activity 20: Annotating and Questioning the Text</p> <p>Activity 21: Examining the Structure of the Text</p> <p>Activity 22: Considering the Rhetorical Situation</p>	Jenkins, "On Punishment and Teen Killers"	Charting Multiple Texts	<p>Article Vocabulary: https://drive.google.com/file/d/1v3JJrGDzyC09WqJ_k01oPWPnAV3ibs8k/view?usp=sharing</p> <p>Article Content Questions: https://docs.google.com/document/d/1gQt6t2cPKFtocXqinspYwEI9CGA1xD3U/edit?usp=sharing&oid=110273252195196681895&rtopof=true&sd=true</p> <p>Video on JLWOP: https://www.youtube.com/watch?v=Y0k7UNpz1pg</p>

	<p>refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>SL.12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
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Week 6 (Feb 10-14)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2: 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.</p> <p>RI.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>L.12.4: 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</p>	<p>Activity 23: Making Predictions and Asking Questions</p> <p>Activity 24: Reading for Understanding</p> <p>Activity 25: Considering the Rhetorical Situation</p>	<p><i>Juvenile Injustice: Charging Youth as Adults is Ineffective, Biased, and Harmful -- Executive Summary</i></p>	Charting Multiple Texts	

	<p>terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.12.6</p> <p>SL.12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
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Weeks 7 – 9 (Feb 17 – Mar 7)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>W.12.1A: 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 the claim(s), counterclaims, reasons, and evidence.</p> <p>W.12.1B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL.12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of</p>	<p>Activity 28: Considering Your Task and Your Rhetorical Situation</p> <p>Activity 29: Gathering Relevant Ideas and Materials</p> <p>Activity 31: Making Choices as You Write – Genre of the OpEd (Teacher Created)</p> <p>Activity 32: Making Choices as You Write – Evaluating Thesis Statements</p> <p>Activity 33: Making Choices as You Write – First Draft</p> <p>Activity 34: Analyzing Your Draft Rhetorically – Incorporating and Elaborating on Quotations</p> <p>Activity 36: Gathering and Responding to Feedback – Teacher and Peer Feedback</p> <p>Activity 37: Editing Your Draft – Editing a Sample Student Essay</p> <p>Activity 38: Preparing Your Draft for Publications</p>	ALL Texts	OpEd (Argument) Essay	<p>Links for Quotation Paragraphs</p> <p>Part 1: Quotation Rules https://drive.google.com/file/d/1vD_MguRokYDpXbKlqPcp3KOPQFci4N9aj/view?usp=sharing</p> <p>Part 2: Finding the Best Quote https://drive.google.com/file/d/145_GaMv7iITqdljArU93_DiTAWsqweelf/view?usp=sharing</p> <p>Part 3: Introducing Quotes https://drive.google.com/file/d/17N_mxfU9soixGfca9GC6d9r3iaKJCvi53/view?usp=sharing</p> <p>Part 4: Explaining/Analyzing/Connecting Quotes https://drive.google.com/file/d/1Z_YFla7LhTBDeoTOAizBuI42ic-cRRD/view?usp=sharing</p> <p>Essay Writing</p> <p>Introduction: https://drive.google.com/file/d/1XkLI_HLkrwl8mB69_-O7koWVVRlKZLJ9d4/viaw?usp=sharing</p> <p>Body: https://drive.google.com/file/d/1m8z</p>

	<p>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>RI.12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>				<p>CirtJo2x4fb07rXTLhYe5hmlgzlCua/view?usp=sharing</p> <p>Conclusion: https://drive.google.com/file/d/1qzhWxLNRbr0UN2Mqj-XqXIPQjHlQ4UH/view?usp=sharing</p> <p>Persuasion/Argumentation</p> <p>Logos/Pathos/Ethos https://drive.google.com/file/d/1puwRt4hR3aWUpAXzO-eK-dtz8GUGoE5K/view?usp=sharing</p> <p>Rhetorical Question https://drive.google.com/file/d/12lY8g4FI88XWCL_bXjkwm7qDuuWmIx/view?usp=sharing</p>
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Spring: Unit 2 -> Fake News

Fake News




English 12

Duration: Week 6

Planned By: Faulkner, Selekman,
Des Moines, Homen and Perez

UNIT RESOURCES

MODULE RESOURCES

-  **Fake News and Bias in Reporting - Teacher Version - FINAL.pdf**
-  **fake_news-module_texts-final_0.pdf**
-  **Fake News and Bias in Reporting - Student Version Integrated - FINAL.pdf**

RESOURCES FROM MODULE

Videos

-  How to choose your news - Damon Brown
-  Setting Goals
-  Fact and Opinion
-  Media Minute Introduction: What is media anyway?
-  Media Minute: Media are constructions
-  Media Minute: Audiences negotiate meaning
-  Media Minute: Media have commercial implications
-  Media Minute: Media have social and political implications
-  Media Minute: Each medium has a unique aesthetic form
-  The Problem with Fake News and how our students can solve it
-  How false news can spread - Noah Tavlin
-  How Fake News Grows in a Post-Fact World | Ali Velshi | TEDxQueensU

STEP 1: IDENTIFYING WHAT THE STUDENTS WILL LEARN

DIRECTIONS












To begin planning this unit choose no more than SIX power standards that will be the center of the learning in your unit. These standards should be standards that have not been covered in class or standards with which students need additional practice. These standards will influence the other elements in the unit plan.

For each power standards, do the following:

10. Copy the entire standard
11. Identify the SBAC claim(s) and target(s) with which the standard best aligns
12. Identify the concepts that students need to know and understand to show mastery of this standard
13. Identify possible formative assessments that can be used to assess student progress towards mastery
14. Identify possible summative assessments that can be used to assess student progress towards mastery
15. Identify the skills that students need to be able to do to show mastery of this standard
16. Identify possible formative assessments that can be used to assess student progress towards mastery
17. Identify possible summative assessments that can be used to assess student progress towards mastery

18. Provide possible interventions for the standard

RESOURCES

- LAUSD ELA High Leverage Practice Document
 -  ROYBAL ELA High Leverage Instructional Resources (9-12)
- MyPerspectives Scope and Sequences
 -  myPerspectives Scope and Sequence Grades 6-12
- Standards
 -  Reading Lit Standards 9-12.pdf
 -  Reading Information Standards K-12.pdf
 -  Writing Standards 9-12.pdf
 -  Speaking and Listening Standards 9-12.pdf
 -  Language Standards 9-12.pdf
- Unpacked Standards
 -  9-10 Standards Unpacked
 -  11-12 Standards Unpacked
- Standard -> SBAC Claim/Target Alignment
 -  SBAC-Claims-Targets-Standard-Alignment-HS-ELA-2.pdf
- Identifying Skills & Concepts
 -  The Teacher Clarity Playbook Modules 1-3.pdf (Module 1)

STANDARDS

- SL.11-12.1
- L.11-12.6
- RI.11-12.2
- RI.11-12.4
- RI.11-12.5
- RI.11-12.6
- W.11-12.1
- W.11-12.4
- W.11-12.10

LEARNING OBJECTIVES

At the conclusion of the module, students will be able to...

- Analyze and discuss how writers craft an op-ed designed to persuade a general audience
- Identify and discuss the position of writers in texts and determine how they develop their arguments with evidence and reasoning
- Analyze and discuss writers' specific language choices and their impact on meaning
- Analyze arguments to identify and discuss their organizational structure, language, and rhetorical effectiveness
- Write an argument taking a position and supporting that position with evidence drawn from texts, analysis, and organization
- Use fact-checking skills to identify false information found in images, Web sites, and social media

STEP 2: IDENTIFY THE ASSESSMENT PLAN

DIRECTIONS


After identifying the concepts and skills that students will learn throughout the unit, plan the assessments that will be used in the unit.

Begin by designing a summative assessment task that will measure the concepts and skills taught throughout the unit. Consider the type of assessment(s) that will be used, the instructions of the task, the skills and concepts needed, the rubric that will be used, and the connection to the SBAC blueprint. Since the resources have not been chosen, it is okay for the summative assessment to start as a very broad idea that is revised and edited after resources are identified.

After deciding on a summative assessment, decide on formative assessments that will be used to determine student progress towards readiness for the summative. For each formative assessment consider the type of assessment that will be used, the frequency, the grading methods, and the connection to the summative assessment.

SUMMATIVE ASSESSMENT(S)

Complete the following information for the summative assessment that students will complete at the end of the unit.

Type of Assessment What type of assessment will students complete to show their learning?	Op-Ed (Argument) Essay
Task Instructions	Students write an op-ed in response to the following prompt: To what extent should technology and news media companies be responsible for monitoring and preventing the spread of fake news and to what extent is the consumer responsible? The op-ed follows the conventions of a written argument to be published as an op-ed for an online or print news source. Students receive instruction and modeling through a mentor text focusing on each aspect of an argument essay: introduction, support paragraphs, counterargument with rebuttal, and conclusion. They evaluate their own writing and that of their peers using success criteria or a rubric.
Grading (Rubric) What is the common tool that will be used to grade the assessment?	 SBAC Rubrics.pdf

STEP 3: IDENTIFY THEME/TOPIC, ESSENTIAL QUESTION(S), & PURSUITS

After drafting the summative assessment for the unit, begin to consider what content the unit will cover.

Begin by deciding on the theme/topic of the unit. Consider what the theme/topic will be and why the topic is relevant and important to students.

Next identify essential question(s) to help guide students throughout the unit. Consider what the question(s) will be, how the question(s) will be used to help guide student learning, and why the question(s) is relevant to students.

Finally, identify which of the five identity pursuits from Dr. Ghody Muhammed will be in the unit. Consider which pursuits will be included, how they will be included, and why these pursuits are important for students.

Theme/Topic	What is the theme/topic?	Most teenagers have regular access to social media and other online sources of information. Students' ability to critically examine and uncover fake news is part of a larger skill set that is needed for 21st -century engagement: news and media literacy. This module is designed to build media literacy and support students' development of fact-checking skills so they can engage responsibly as informed participants in society.
Essential Question(s)	What is the essential question for the unit?	<ul style="list-style-type: none"> Who is responsible for fact checking the news and preventing fake news from spreading misinformation? Are technology companies like Facebook and Google that provide platforms for spreading information responsible? What about news media outlets like CNN, or Fox news? To what extent are consumers responsible for fact checking news reports? What specifically should be done?
	How will the essential question help drive the learning throughout the unit?	The articles in this module focus on fake news and the responsibility everyone has to fact check the news. The articles also help students learn different actions that can be taken against the spreading of fake news.

STEP 5: PLANNING LEARNING ACTIVITIES
<p>Finally, begin to plan the learning activities. Ensure that there is the appropriate number of weeks for the unit.</p> <p>To plan your learning activities, do the following:</p> <ol style="list-style-type: none"> Calendar your common summative assessment(s).. Calendar common formative assessment(s). Calendar skills and concepts, so that they are taught prior to the assessments where they are needed. Calendar texts that match the skills and concepts being taught, ensuring that an appropriate amount of time is provided. Check the list of what the students will learn and ensure that all items are calendared into the unit.

Week 1 (Mar 10-14)	Activities	Text(s)	Common Assessments	Resources
	Video Text 1-3 : "Media Minute Introduction: What is Media Anyway?; "Media Minute Lesson 2: Media Are Constructions;" Media Minute Lesson 3: Audiences Negotiate Meaning" Activity 1: Getting Ready to Read – Norm Setting Activity 2: Exploring Key Concepts – Posing Inquiry Questions Video Text 4 : "Fact and Opinion" Activity 3: Exploring Key Concepts – Fact vs. Opinion Activity 4: Creating Personal Learning Goals			

Week 2 (Mar 17-21)	Activities	Text(s)	Common Assessments	Resources
	Text 1: Domonoske, “Students Have ‘Dismaying’ Inability to Tell Fake News from Real, Study Finds” Activity 5: Surveying the Text / Making Predictions and Asking Questions Activity 6: Understanding Key Vocabulary Activity 7: Reading for Understanding – Notice and Note Activity 8: Examining the Structure of the Text Activity 9: Summarizing and Responding – Save the Last Word			

Week 3 (Mar 24-28)	Activities	Text(s)	Common Assessments	Resources

Week 4 (Mar 31 – Apr 4)	Activities	Text(s)	Common Assessments	Resources

Week 5 (Apr 7-11)	Activities	Text(s)	Common Assessments	Resources

Spring: Unit 3 -> Defining Home

Defining Home (Shooting an Elephant)

English 12

Duration: Week 3

Planned By: Faulkner, Selekman,
Des Moines, Homen and Perez

STEP 1: IDENTIFYING WHAT THE STUDENTS WILL LEARN












DIRECTIONS

To begin planning this unit choose no more than SIX power standards that will be the center of the learning in your unit. These standards should be standards that have not been covered in class or standards with which students need additional practice. These standards will influence the other elements in the unit plan.

For each power standards, do the following:

19. Copy the entire standard
20. Identify the SBAC claim(s) and target(s) with which the standard best aligns
21. Identify the concepts that students need to know and understand to show mastery of this standard
22. Identify possible formative assessments that can be used to assess student progress towards mastery
23. Identify possible summative assessments that can be used to assess student progress towards mastery
24. Identify the skills that students need to be able to do to show mastery of this standard
25. Identify possible formative assessments that can be used to assess student progress towards mastery
26. Identify possible summative assessments that can be used to assess student progress towards mastery
27. Provide possible interventions for the standard


RESOURCES

- LAUSD ELA High Leverage Practice Document
 -  ROYBAL ELA High Leverage Instructional Resources (9-12)
- MyPerspectives Scope and Sequences
 -  myPerspectives Scope and Sequence Grades 6-12
- Standards
 -  Reading Lit Standards 9-12.pdf
 -  Reading Information Standards K-12.pdf
 -  Writing Standrads 9-12.pdf
 -  Speaking and Listening Standards 9-12.pdf
 -  Language Standards 9-12.pdf
- Unpacked Standards
 -  9-10 Standards Unpacked
 -  11-12 Standards Unpacked
- Standard -> SBAC Claim/Target Alignment
 -  SBAC-Claims-Targets-Standard-Alignment-HS-ELA-2.pdf
- Identifying Skills & Concepts
 -  The Teacher Clarity Playbook Modules 1-3.pdf (Module 1)

	POWER STANDARD #1	POWER STANDARD #2	POWER STANDARD #3	POWER STANDARD #4	POWER STANDARD #5	POWER STANDARD #6
Standard						
Learning Objective						
Concept(s) (Nouns)	•	•	•	•	•	•
Skill(s) (Verbs)	•	•	•	•	•	
Formative Assessment	•	•	•	•	•	•
Summative Assessment						
Possible Interventions						

STEP 2: IDENTIFY THE ASSESSMENT PLAN	
DIRECTIONS	
<p>After identifying the concepts and skills that students will learn throughout the unit, plan the assessments that will be used in the unit.</p> <p>Begin by designing a summative assessment task that will measure the concepts and skills taught throughout the unit. Consider the type of assessment(s) that will be used, the instructions of the task, the skills and concepts needed, the rubric that will be used, and the connection to the SBAC blueprint. Since the resources have not been chosen, it is okay for the summative assessment to start as a very broad idea that is revised and edited after resources are identified.</p> <p>After deciding on a summative assessment, decide on formative assessments that will be used to determine student progress towards readiness for the summative. For each formative assessment consider the type of assessment that will be used, the frequency, the grading methods, and the connection to the summative assessment.</p>	

SUMMATIVE ASSESSMENT(S)	
Complete the following information for the summative assessment that students will complete at the end of the unit.	
Type of Assessment What type of assessment will students complete to show their learning?	
Task Instructions	
Needed Content What content knowledge will students need to be successful on this assessment?	•
Needed Skills What skills will students need to	•

be successful on this assessment?	
Grading (Rubic) What is the common tool that will be used to grade the assessment?	 SBAC Rubrics.pdf

STEP 3: IDENTIFY THEME/TOPIC, ESSENTIAL QUESTION(S), & PURSUITS
<p>After drafting the summative assessment for the unit, begin to consider what content the unit will cover.</p> <p>Begin by deciding on the theme/topic of the unit. Consider what the theme/topic will be and why the topic is relevant and important to students.</p> <p>Next identify essential question(s) to help guide students throughout the unit. Consider what the question(s) will be, how the question(s) will be used to help guide student learning, and why the question(s) is relevant to students.</p> <p>Finally, identify which of the five identity pursuits from Dr. Gholdy Muhammed will be in the unit. Consider which pursuits will be included, how they will be included, and why these pursuits are important for students.</p>

Theme/Topic	What is the theme/topic?	
	Why is this theme/topic relevant to students? Why is this theme/topic important to students?	
Essential Question(s)	What is the essential question for the unit?	•
	How will the essential question help drive the learning throughout the unit?	
	How does the essential question connect to the summative assessment?	

STEP 5: PLANNING LEARNING ACTIVITIES
Finally, begin to plan the learning activities. Ensure that there is the appropriate number of weeks for the unit.

To plan your learning activities, do the following:

11. Calendar your common summative assessment(s)..
12. Calendar common formative assessment(s).
13. Calendar skills and concepts, so that they are taught prior to the assessments where they are needed.
14. Calendar texts that match the skills and concepts being taught, ensuring that an appropriate amount of time is provided.
15. Check the list of what the students will learn and ensure that all items are calendared into the unit.

Week 1 (Apr 14-18) SPRING BREAK	Standards	Activities	Text(s)	Common Assessments	Resources

Week 2 (Apr 21-25)	Standards	Activities	Text(s)	Common Assessments	Resources

Week 3 (Apr 28 - May 2)	Standards	Activities	Text(s)	Common Assessments	Resources

Spring: Unit 4 -> Ready to Launch

Ready to Launch

English 12

Duration: Week 3

Planned By: Faulkner, Selekman,
Des Moines, Homen and Perez

STEP 1: IDENTIFYING WHAT THE STUDENTS WILL LEARN











DIRECTIONS

To begin planning this unit choose no more than SIX power standards that will be the center of the learning in your unit. These standards should be standards that have not been covered in class or standards with which students need additional practice. These standards will influence the other elements in the unit plan.

For each power standards, do the following:

28. Copy the entire standard
29. Identify the SBAC claim(s) and target(s) with which the standard best aligns
30. Identify the concepts that students need to know and understand to show mastery of this standard
31. Identify possible formative assessments that can be used to assess student progress towards mastery
32. Identify possible summative assessments that can be used to assess student progress towards mastery
33. Identify the skills that students need to be able to do to show mastery of this standard
34. Identify possible formative assessments that can be used to assess student progress towards mastery
35. Identify possible summative assessments that can be used to assess student progress towards mastery
36. Provide possible interventions for the standard

RESOURCES

- LAUSD ELA High Leverage Practice Document
 -  ROYBAL ELA High Leverage Instructional Resources (9-12)
- EWRC Ready to Launch Module
- Module Text Saunders, George. Congratulations, By the Way: Some Thoughts on Kindness. Excerpts. Random House, 2014. (Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.)
- Standards
 -  Reading Lit Standards 9-12.pdf
 -  Reading Information Standards K-12.pdf
 -  Writing Standrads 9-12.pdf
 -  Speaking and Listening Standards 9-12.pdf
 -  Language Standards 9-12.pdf
- Unpacked Standards
 -  9-10 Standards Unpacked
 -  11-12 Standards Unpacked
- Standard -> SBAC Claim/Target Alignment
 -  SBAC-Claims-Targets-Standard-Alignment-HS-ELA-2.pdf
- Identifying Skills & Concepts
 -  The Teacher Clarity Playbook Modules 1-3.pdf (Module 1)


ALL ERWC RESOURCES CAN BE FOUND IN THIS FOLDER:  Ready to Launch

	POWER STANDARD #1	POWER STANDARD #2	POWER STANDARD #3	POWER STANDARD #4	POWER STANDARD #5	POWER STANDARD #6
Standard	W12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	W 12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SL.11-12.3. 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.	SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
Learning Objective	Students will write a speech reflecting on the meaning of their own education and high school experience in which the development, organization, and style are appropriate to a high school commencement speech.	Students will include narratives of personal experiences and events in their graduation speeches.	Students will analyze the extent to which the organization and style of a speech conform to or resist genre conventions. Students will draft a successful public address that is appropriate to the moment. Students will demonstrate a command of formal English as appropriate in their commencement speeches.	Students will conduct their own research into how to construct a speech of this type, what its conventions are, and how others have worked effectively within and beyond those conventions.	Students will describe the ways that different aspects of the rhetorical situation—especially audience, purpose, occasion, and genre—influence a writer's choices.	Students will engage in authentic intellectual conversations about important academic, personal, and societal issues and learning processes. Students will participate as motivated, self-directed learners in collaborative group discussions, short oral presentations, and metacognitive reflection.
Concept(s) (Nouns)	clear and coherent writing, task, purpose, audience	narratives, details, event sequences.	speech	research project, question, problem, inquiry, subject, sources	point of view, use, reasoning, stance, premises, links, word choice, points, tone	collaborative discussions. diverse partners
Skill(s) (Verbs)	produce	write, develop	adapt, demonstrate, formal English	conduct, synthesize, demonstrate, narrow, broaden, answer, solve	evaluate, assess	building on other's ideas, expressing their own ideas

Formative Assessment	Activity 8: Summarizing and Responding – Letter to Saunders.	Quick Write	Activity 12: Respond to “Developing a Position – Brainstorming Purpose and Tone” Questions	Conduct research into conventions of graduation speeches.	Evaluate the commencement speech “Congratulations, By the Way: Some Thoughts on Kindness”	Activity 12: Respond to “Developing a Position – Brainstorming Purpose and Tone” Questions
Summative Assessment	Final draft written commencement speech and oral presentation.	Final draft written commencement speech and oral presentation.	1st draft commencement speech	Final draft written commencement speech and oral presentation.	Evaluate the commencement speech “Congratulations, By the Way: Some Thoughts on Kindness”	Activity 16: Gathering and Responding to Feedback – Feedback Interview Protocol

STEP 2: IDENTIFY THE ASSESSMENT PLAN
DIRECTIONS
<p>After identifying the concepts and skills that students will learn throughout the unit, plan the assessments that will be used in the unit.</p> <p>Begin by designing a summative assessment task that will measure the concepts and skills taught throughout the unit. Consider the type of assessment(s) that will be used, the instructions of the task, the skills and concepts needed, the rubric that will be used, and the connection to the SBAC blueprint. Since the resources have not been chosen, it is okay for the summative assessment to start as a very broad idea that is revised and edited after resources are identified.</p> <p>After deciding on a summative assessment, decide on formative assessments that will be used to determine student progress towards readiness for the summative. For each formative assessment consider the type of assessment that will be used, the frequency, the grading methods, and the connection to the summative assessment.</p>

SUMMATIVE ASSESSMENT(S)	
Complete the following information for the summative assessment that students will complete at the end of the unit.	
Type of Assessment What type of assessment will students complete to show their learning?	Students will write and deliver a commencement speech reflecting on the meaning of their own education and high school experience.
Task Instructions	<p>Each student will write, revise, and deliver to the class a graduation speech of their own. Depending on time and choice, the speeches may be presented live or as videos.</p> <p>Prompt: Write and deliver a graduation speech. Imagine you have been selected as a representative of your high school graduating class to write and deliver a graduation speech. You will speak for a period of between three and five minutes. Your writing will be subject to review (and revision, if necessary). Carefully consider your audience (peers, faculty, and families) and the message you wish to convey.</p>

<p>Needed Content</p> <p>What content knowledge will students need to be successful on this assessment?</p>	<ul style="list-style-type: none"> • Rhetorical situation • Audience • Purpose • Occasion • Genre • Ethos, pathos, logos
<p>Needed Skills</p> <p>What skills will students need to be successful on this assessment?</p>	<ul style="list-style-type: none"> • Conducting research projects • Determining an author's point of view • Writing informative/explanatory texts • Writing narratives • Producing writing appropriate to task, purpose, and audience • Adapting speech to a variety of contexts and tasks • Demonstrating a command of formal English when indicated or appropriate • Evaluating a speaker's point of view, word choice, points of emphasis and tone used • Analyzing and evaluating the effectiveness of the structure of an exposition or argument
<p>Grading (Rubic)</p> <p>What is the common tool that will be used to grade the assessment?</p>	<p> SBAC Rubrics.pdf</p>

STEP 3: IDENTIFY THEME/TOPIC, ESSENTIAL QUESTION(S), & PURSUITS
<p>After drafting the summative assessment for the unit, begin to consider what content the unit will cover.</p> <p>Begin by deciding on the theme/topic of the unit. Consider what the theme/topic will be and why the topic is relevant and important to students.</p> <p>Next identify essential question(s) to help guide students throughout the unit. Consider what the question(s) will be, how the question(s) will be used to help guide student learning, and why the question(s) is relevant to students.</p> <p>Finally, identify which of the five identity pursuits from Dr. Ghody Muhammed will be in the unit. Consider which pursuits will be included, how they will be included, and why these pursuits are important for students.</p>

Theme/Topic	What is the theme/topic?	"Ready to Launch" asks twelfth-grade students to write and present a commencement speech for their own upcoming graduation ceremony.
	Why is this theme/topic relevant to students? Why is this theme/topic important to students?	The theme is personal and relevant to students because it is a culminating commentary on the meaning of their own education and high school experience.

Essential Question(s)	What is the essential question for the unit?	<ul style="list-style-type: none"> How can prior learning be leveraged to address a new task or situation? How does careful consideration of the rhetorical situation contribute to effective and meaningful composition? How do genre conventions create opportunities for writers to contribute to the creation of knowledge?
	How will the essential question help drive the learning throughout the unit?	These questions help drive the learning by guiding students to reflect and draw on their prior life and learning and experiences selecting skills they will apply to their own commencement speech.
	How does the essential question connect to the summative assessment?	The essential questions connect to the summative assessment by directing students to reflect on and apply what they know about expository writing, as well as new learning about the conventions of a graduation speech, to address the writing task which requires them to recall and apply many of the concepts and practices of the ERWC and the genre features of the graduation speech.

STEP 5: PLANNING LEARNING ACTIVITIES
<p>Finally, begin to plan the learning activities. Ensure that there is the appropriate number of weeks for the unit.</p> <p>To plan your learning activities, do the following:</p> <ol style="list-style-type: none"> Calendar your common summative assessment(s). Calendar common formative assessment(s). Calendar skills and concepts, so that they are taught prior to the assessments where they are needed. Calendar texts that match the skills and concepts being taught, ensuring that an appropriate amount of time is provided. Check the list of what the students will learn and ensure that all items are calendared into the unit.

Week 1 (May 5-9)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.2 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.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. L.6</p>	<ul style="list-style-type: none"> Activity 1 "Getting Ready to Read" Images Think-Ink-Pair Share Activity 2 "Getting Ready to Read" Quick Write Prompt #1 or #2 Activity 3 Research and distinguish valedictory and commencement speeches Shared reading and annotate text Activity 9: Reflecting on Your Reading Process. Respond to short response reflective questions. 	Text - Saunders, "Congratulations, By the Way: Some Thoughts on Kindness"	<ul style="list-style-type: none"> Activity 8: Summarizing and Responding - Letter to Saunders. Students address a two-paragraph letter to George Saunders. The first paragraph is a concise summary of the speech and the second paragraph details students' response to it. 	<p>Activity 1 and 2 Images</p> <p><i>Link to ECRW "Ready to Launch" folder in Resources section above</i></p>

	<p>W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purpose, and audiences.</p> <p>SL.12.1. Initiate and participate 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.1</p> <p>SL.12.3. 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.3</p>				
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Week 2 (May 12-16)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>SL.12.3. 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.</p> <p>W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow</p>	<ul style="list-style-type: none"> Activity 11: Gathering Relevant Ideas and Materials - Purpose and Genre, Begin to research structural conventions of the genre. Introduce summative assessment prompt Find and watch graduation speeches. 	Text - Saunders, "Congratulations, By the Way: Some Thoughts on Kindness"	Activity 11: Create a pair of lists of the relevant information found by visiting multiple "how-to" sites. T-Chart "Things to Avoid in a Graduation Speech"/"Genre Conventions." Find at least five items to include on each list.	<p>ECRW Module "Ready to Launch"</p> <p><i>Link to ECRW "Ready to Launch" folder in Resources section above</i></p>

	or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
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Week 3 (May 19-24)	Standards	Activities	Text(s)	Common Assessments	Resources
	<p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL.12.1. Initiate and participate 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>	<ul style="list-style-type: none"> Activity 12: Developing a Position - Brainstorming Purpose and Tone Compose draft 	Text – Saunders, "Congratulations, By the Way: Some Thoughts on Kindness"	<p>Activity 12: Respond to "Developing a Position - Brainstorming Purpose and Tone" Questions</p> <p>Activity 16: Gathering and Responding to Feedback - Feedback Interview Protocol</p>	<p>ECRW Module "Ready to Launch"</p> <p><i>Link to ECRW "Ready to Launch" folder in Resources section above</i></p>

Modern Lit List

Possible Units:

- *Macbeth (Oedipus Rex)*
- Unit 4?
-