



Flushing High School 11th Grade ELA Advanced Literacies Curriculum Map

11th Grade Focus: This is America

In this year-long 11th Grade English Language Arts course students will explore what makes up the complex identity of the United States, exploring how individuals and groups have defined what makes the nation what it is. Through an exploration of short stories, a play, poems and informational text students will understand that the identity of the United States is dynamic, not static, knowing that their choices and their stories fuel this dynamism. Ultimately students will also be able to recognize how their personal stories and history are part of the greater national narrative. Through an examination of a cross section of American experiences students explore the idea that factors that influence their own identities can be adapted to analyze and build historical empathy for individuals in history and a deeper understanding of characters in literature. This inclusive analysis of the experiences and perspectives of the diversity of individuals and groups who have made crucial contributions to the culture of the United States will allow students to begin to practice key skills related to post secondary success such as presentation, discussion and research skills as well as deepen their analytical skills.

Periodic Assessment Plan

- General Education/ ICT/ Transitioning, Expanding and Commanding ELLs (Passed the Regents)
- Regents Repeaters ICT Curriculum Map
- Regents Repeaters Entering/Emerging ELL Curriculum Map

General Education/ ICT/ Transitioning, Expanding and Commanding ELLs (Passed the Regents)

Fall Term

Unit 0: Life Ready 102 @FHS (September 1 Week)

Essential Question:

What essential reading and writing skills do I need for life after FHS?

Who is braver: a person who leads a group of people, or someone who decides not to follow along with the behavior of a group?

Culminating Assessments:

- Say Mean Matter Paragraph-Baseline

Spring Term

Unit 3: Just Mercy

Essential Question:

How just is the American criminal justice system? What role — if any — should compassion play in administering justice?

Culminating Assessments:

Argumentative Presentation: In *Just Mercy*, Stevenson discusses several laws in various states and how these laws affect his clients and their communities. Choose one of the laws or legal concepts he discusses and research a similar law in your state. Which state's law do you think would lead to better outcomes for the community? Why? Using some of the types of evidence Stevenson uses in *Just Mercy*, create a persuasive

- Portrait of a FHS Graduate

Focus Skills:

- Theme development [RL.9-10.2]
- Impact of an author’s structural choices [RL.9-10.5] • Development of central idea [RI.9-10.2]
- Author’s development of ideas or claims [RI.9-10.5]
- Expository writing [W.9-10.2]
- Grade-appropriate academic vocabulary [L.9-10.6]
- Refer to evidence from texts to stimulate a thoughtful, well reasoned exchange of ideas [SL.9-10.1.A]

Unit Plan:

-  **Unit 0 (10th-12th Grade) : Life Ready 102 @FHS 2024-2025**

Anchor Text:

-

presentation sharing your research and opinion with the class.

Socratic Seminar - Death Penalty

By the end of this unit students will be able to:

- **Evaluate** the **effectiveness** of a **text’s structure**
- **Examine** how **rhetoric** contributes to point of view
- **Analyze premise** and **purpose** in textual evidence
- **Strategically utilize rhetorical choices** to impact an audience

Unit 1: The Idea of America (September - November)

Essential Question: Is the idea of America an ideal or lie?

Culminating Assessments:

- Socratic Seminar
- **Literary Analysis Paper 2–3 Pages Typed Color Symbolism in The Great Gatsby:** Students will use their previously composed literary abstracts to discuss how Fitzgerald uses colors as symbols to drive the development of an idea about the American Dream.
- **Reflective Argument: Prompt 2 Pages Typed :** The Great Gatsby is one of America’s most revered literary works. It is hailed as “the great American novel” and taught in nearly every high school in the country. Is this reverence deserved? In your opinion, is The Great Gatsby truly great? Write a well-reasoned review in which you discuss your appraisal of The Great Gatsby. Be sure to discuss the craft of the novel as well as its impact on you personally. [W.1]

Focus Skills:

- **Reading:**
 - • Development of multiple themes [RL.11–12.2]
 - • Impact of an author’s choices [RL.11–12.3]

- • Mood and tone [RL.11-12.4]
- • Structure, meaning, and aesthetic impact [RL.11-12.5]
- • Satire and point of view [RL.11-12.6]
- • Foundational works of American literature [RL.11-12.9]

- **Writing:**

- • Argument writing [W.11-12.1]
- • Thoroughly developing a topic [W.11-12.2.B]
- • Suiting style to audience [W.11-12.4]
- • Planning and revising writing [W.11-12.5]
- • Research and synthesize information [W.11-12.7]
- • Integrate information from multiple sources [W.11-12.8]

- **Language:**

- • Vary syntax for effect [L.11-12.3.A]
- • Grade appropriate academic vocabulary [L.11-12.6]


- **Speaking and Listening:**

- • Collaborative discussion and debate [SL.11-12.1]

[The Great Gatsby by F. Scott Fitzgerald | Project Gutenberg](#)

Unit Plan:  **Unit 1 – The Idea of America**

Anchor Text:

- Born on the Water by Nikole Hannah-Jones and Renee Watson
- “The Idea of America” by Nikole Hannah - Jones
- [The Great Gatsby](#)
- **Argument Essay Texts:**
 - The American Dream
 -  Writing from Sources Essay: The Pledge of Allegiance

Curriculum Source:

Unit 2: The American Dream : Ideal or Lie in Fences (November -January)

Essential Question: *Is the American Dream more likely to inspire or destroy us?*

Focus Skills:

Reading:

- Development of multiple themes [RL.11-12.2]
- Impact of an author's choices [RL.11-12.3]
- Mood and tone [RL.11-12.4]
- Structure, meaning, and aesthetic impact [RL.11-12.5]
- Satire and point of view [RL.11-12.6]
- Foundational works of American literature [RL.11-12.9]

Writing

- 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. (W2)

Speaking & Listening

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)
 - Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Unit 4: My American Story- The College Essay (April)

Essential Question: How do our lived experiences influence our dreams and aspirations?

Culminating Assessment:




- Typed draft of personal statement/college essay (Writing)
- Personal Statement or Career and Post Secondary School Presentation (Speaking/Listening)

Focus Skills:

Unit Plan:

-  **Unit 4 (11th) My American Story - The Personal Statement**

Anchor Text:

-  **Model Home Personal Statement** - [Modified Version](#)
-  **Model ;YA LEVANTATE! Personal Statement** [Modified Version](#)
-  **Model Easter Personal Statement**
- [Gallery Walk → College Essay Guy - Essays that Worked](#)

- 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.

Culminating Assessments:

- Literary Synthesis Essay (Reading /Writing)
- Socratic Seminar- (Speaking and Listening)

Unit Plan:

-  **Unit 2a. (11th) - Fences/The American Dream**

Anchor Text:

- Fences by August Wilson
- Informational Text about the American Dream
- Short Stories/Poems

Curriculum Source:

- **Match Fishtank & Teacher Created**

- [Gallery Walk -- NPR Photo Statements](#)

Supplemental:

- [Coming to America, Finding Your Voice](#)
- [Choosing Names](#)
- [Two Names, Two Worlds](#)

Curriculum Source:

New Visions- [Me Myself and the Personal Statement](#)

College Essay Guy- [Guide to Writing a Personal Statement](#)

Unit 5: Hidden Voices Research Paper (May–June)

Essential Question: Who are hidden voices and how have they had a lasting impact on America?

Culminating Assessment:

- 4–5 Page Typed Research Paper (Reading and Writing)
- Hidden Voices Presentation (Speaking and Listening)

Focus Skills:

-  **Unit 7 (11th Grade) Hidden Voices Research Project**

Unit Plan:

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Anchor Text:

- [Hidden Voices LGBTQ+ and Stories of NYC](#) (Coming Spring 2023
Hidden Voices Asian Pacific Islanders)

Curriculum Source: For Research Process : [Odell Research Unit 11–12](#)

For Content: [Hidden Voices LGBTQ+ and Stories of NYC](#)



Regents Repeaters ICT Curriculum

Map

Fall Term	Spring Term
<p><u>Unit 0: Life Ready 102 @FHS (September 1 Week)</u></p> <p><u>Essential Question:</u> <i>What essential reading and writing skills do I need for life after FHS?</i></p> <p><i>Who is braver: a person who leads a group of people, or someone who decides not to follow along with the behavior of a group?</i></p> <p><u>Culminating Assessments:</u></p> <ul style="list-style-type: none">Say Mean Matter Paragraph–BaselinePortrait of a FHS Graduate <p><u>Focus Skills:</u></p> <ul style="list-style-type: none">Theme development [RL.9–10.2]Impact of an author’s structural choices [RL.9–10.5] <p>Development of central idea [RI.9–10.2]</p> <ul style="list-style-type: none">Author’s development of ideas or claims [RI.9–10.5]Expository writing [W.9–10.2]Grade–appropriate academic vocabulary [L.9–10.6]Refer to evidence from texts to stimulate a thoughtful, well reasoned exchange of ideas [SL.9–10.1.A] <p><u>Unit Plan:</u></p> <ul style="list-style-type: none">Unit 0 (10th–12th Grade) : Life Ready 102 @FHS 2024–2025 <p><u>Anchor Text:</u></p> <ul style="list-style-type: none">	<p><u>Unit 3: The American Dream Research Paper (February – March)</u></p> <p><u>Essential Question:</u> <i>What is the American Dream? How do we define it?</i></p> <p><u>Culminating Assessments:</u></p> <ul style="list-style-type: none">Argumentative Essay–You have read several texts, in this and previous units, that present different ideas about the American Dream. Write an editorial, complete with an annotated bibliography, that conveys your opinion on a topic related to the American Dream. Support your editorial with data and expert evidence from your independent research. <p><u>Focus Skills:</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none">Determine central ideas [RI.11–12.2]Analyze complex ideas [RI.11–12.3]Evaluate structure [RI.11–12.5]Evaluate reasoning <u>ng used to support an argument [RI.11–12.8]</u> <p><u>Writing:</u></p> <ul style="list-style-type: none">Argument writing [W.11–12.1]Conduct research to answer a question [W.11–12.7]Gather information from relevant sources [W.11–12.8]Plan and review [W.11–12.5] <p><u>Unit Plan:</u></p> <ul style="list-style-type: none">Unit 3: The American Dream Research and Argument <p><u>Anchor Text:</u></p> <p><u>Unit Texts: (see full list of texts)</u></p> <ul style="list-style-type: none">“The Evolution of the American Dream” by Eva Bod (Informational)“Excerpt from Democracy in America: Why Americans Are So
<p><u>Unit 1: The Idea of America (September- November)</u></p> <p><u>Essential Question:</u> <i>Is the idea of America an ideal or lie?</i></p>	

[Return to Top](#)

Culminating Assessments:

- Socratic Seminar
-  NYS Regents–Style – The Great Gatsby
 - 24 MC Questions
 - Part 3 Text Analysis
- American Dream Argument:  American Dream Argument

Focus Skills:

- Pacing/Timing of testing
- Strategies for each portion of Regents
- **Reading:**
 - Development of multiple themes [RL.11–12.2]
 - Impact of an author’s choices [RL.11–12.3]
 - Mood and tone [RL.11–12.4]
 - Structure, meaning, and aesthetic impact [RL.11–12.5]
 - Satire and point of view [RL.11–12.6]
 - Foundational works of American literature [RL.11–12.9]
- **Writing:**
 - Argument writing [W.11–12.1]
 - Thoroughly developing a topic [W.11–12.2.B]
 - Suiting style to audience [W.11–12.4]
 - Planning and revising writing [W.11–12.5]
 - Research and synthesize information [W.11–12.7]
 - Integrate information from multiple sources [W.11–12.8]
- **Language:**
 - Vary syntax for effect [L.11–12.3.A]
 - Grade appropriate academic vocabulary [L.11–12.6]
- **Speaking and Listening:**
 - Collaborative discussion and debate [SL.11–12.1]

Unit Plan:

 Unit 1 (11th) – The Idea of America

Anchor Text:

- “The Idea of America” by Nikole Hannah – Jones
- [The Great Gatsby by F. Scott Fitzgerald](#)
- Argument Essay Texts:
 - The American Dream


Curriculum Source:

[Lesson Template w/ Key Vocabulary](#)
[CommonLit 360 11th Grade The Great Gatsby](#)

Restless” by Alexis deTocqueville (Essay)

Choice Board Texts:

- “I Am Not Proof of the American Dream” by Tara Westover (Essay)
- “The American Dream is Real. I’m Living Proof” by Angel Eduardo (Essay)
- “How Rock Ballads Brought My Father’s American Dream to Life” by Hua Hsu (Memoir)
- “Excerpt from There Will Be No Miracles Here” by Casey Gerald (Memoir)
- “Daymond John on hip-hop, his mom and making it big” by Octavio Blanco (Interview)
- “Excerpt from Proud” by Ibtihaj Muhammad (Memoir)
- Supplemental texts included

Curriculum Source: CommonLit360  Grade_11_-_Unit_6_-_ed1.0.pdf

Unit 2: The American Experience Regents Review
(December – January)

Essential Question: What does it mean to be American?

Unit 4: My American Story– The College Essay
(April)

Essential Question: *How do our lived experiences influence our dreams and aspirations?*

Culminating Assessments:

- **INDEPENDENT Practice**
 - Caramelo– Sandra Cisneros
 - This Life– June 2019
 - –Richard Rodriguez excerpted from “Aria: A Memoir of a Bilingual Childhood” The American Scholar, Winter 1981– June 2016 (11th & 12th Grade)
- **INDEPENDENT Practice Argument**–Should American citizens be required to vote in national elections?
- **INDEPENDENT Practice Text Analysis**– Caramelo– Sandra Cisneros (11th and 12th Grade)

Focus Skills:

- 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text
- 11-12R3: In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
- 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12W2: 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.
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Unit Plan:


START WITH:

- ☰ 01. Reflecting on my Regents– Regents Revisions

THEN:

- ☰ 02. American Experiences

Anchor Text:

-  Unit 2 American Experiences.pdf

Multiple Choice Practice

“We are Many” by Pablo Neruda

“Caramelo” by Sandra Cisneros

“This Life” by Rita Dove

“Aria: A Memoir of a Bilingual Childhood” by Richard Rodriguez

Argument

Should Students be required to recite the Pledge of Allegiance?
Should American citizens be required to vote in national elections?

Culminating Assessment:

- _Typed draft of personal statement/college essay (Writing)
- Personal Statement or Career and Post Secondary School Presentation (Speaking/Listening)

Focus Skills:

Unit Plan:



- ☰ **Unit 4 (11th) My American Story – The Personal Statement**

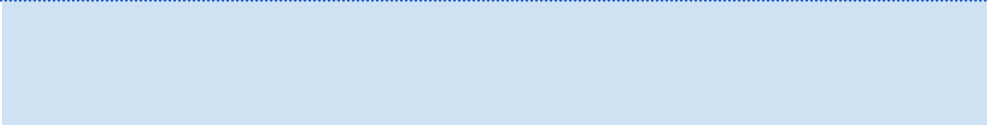
Anchor Text:

- ☰ **Model Home Personal Statement** – [_Modified Version](#)
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- ☰ **Model Easter Personal Statement**
- [Gallery Walk → College Essay Guy – Essays that Worked](#)
- [Gallery Walk -- NPR Photo Statements](#)

Curriculum Source:

New Visions– [Me Myself and the Personal Statement](#)
College Essay Guy– [Guide to Writing a Personal Statement](#)

<p>Text Analysis</p> <p>"Sophistication" by Sherwood Anderson</p> <p>"Caramelo" by Sandra Cisneros</p>	
	<p>Unit 5: Rock the Regents Part 2- Technology and Social Issues (Only for Regents Repeaters)</p> <p>(May– June)</p> <p><i>Essential Question: How can I build on my core skills in order to earn a college ready score on the ELA Regents?</i></p> <p>Focus Skills:</p> <ul style="list-style-type: none">1-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.11-12W2: 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>Culminating Assessments:</p> <ul style="list-style-type: none">Independent practice: Inside Google Moonshot Factory- Derek ThompsonArgument Essay: Are AI devices beneficial to children?Text Analysis: Frankenstein excerpt <p>Unit Plan:</p> <ul style="list-style-type: none"> Unit: Technology and Social Issues <p>Anchor Text:</p> <ul style="list-style-type: none"> Technology and Social Issues.pdf <p>Curriculum Source:</p>
	<p>Unit 6B: Hidden Voices Research Paper</p> <p>(May–June) Regents Passer</p> <p><i>Essential Question: Who are hidden voices and how have they had a lasting impact on America?</i></p>



Culminating Assessment:

- 4–5 Page Typed Research Paper (Reading and Writing)
- Hidden Voices Presentation (Speaking and Listening)

Focus Skills:

- [Unit 7 \(11th Grade\) Hidden Voices Research Project](#)

Unit Plan:

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Anchor Text:

- [Hidden Voices LGBTQ+ and Stories of NYC](#) (Coming Spring 2023
Hidden Voices Asian Pacific Islanders)

Curriculum Source: For Research Process : [Odell Research Unit 11-12](#)

For Content: [Hidden Voices LGBTQ+ and Stories of NYC](#)

Entering/Emerging ELL Curriculum Map

Fall Term

Unit 0: Life Ready 102 @FHS (September 1 Week)

Essential Question:

What essential reading and writing skills do I need for life after FHS?



Who is braver: a person who leads a group of people, or someone who decides not to follow along with the behavior

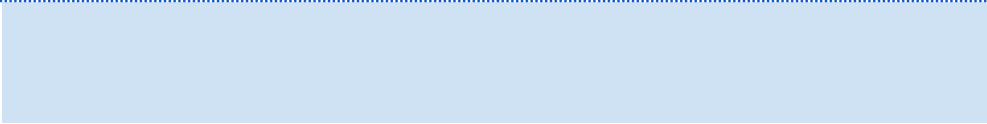
Spring Term

**Unit 3: The American Dream : Ideal or Lie in Fences
(February–March)**

Essential Question: How does the American Dream function as a motivator for success and/or an obstacle for self-destruction for communities within the United States?

Focus Skills:

<p>of a group?</p> <p>Culminating Assessments:</p> <ul style="list-style-type: none">Say Mean Matter Paragraph–BaselinePortrait of a FHS Graduate <p>Focus Skills:</p> <ul style="list-style-type: none">Theme development [RL.9–10.2]Impact of an author’s structural choices [RL.9–10.5] <p>Development of central idea [RI.9–10.2]</p> <ul style="list-style-type: none">Author’s development of ideas or claims [RI.9–10.5]Expository writing [W.9–10.2]Grade–appropriate academic vocabulary [L.9–10.6]Refer to evidence from texts to stimulate a thoughtful, well reasoned exchange of ideas [SL.9–10.1.A] <p>Unit Plan:</p> <ul style="list-style-type: none"> Unit 0 (10th–12th Grade) : Life Ready 102 @FHS 2024–2025 <p>Anchor Text:</p> <ul style="list-style-type: none">	<p>Reading:</p> <ul style="list-style-type: none">Development of multiple themes [RL.11–12.2]Impact of an author’s choices [RL.11–12.3]Mood and tone [RL.11–12.4]Structure, meaning, and aesthetic impact [RL.11–12.5]Satire and point of view [RL.11–12.6]Foundational works of American literature [RL.11–12.9] <p>Writing</p> <ul style="list-style-type: none">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. (W2) <p>Speaking & Listening</p> <ul style="list-style-type: none">Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)<ul style="list-style-type: none">Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Culminating Assessments:</p> <ul style="list-style-type: none">Literary Synthesis Essay (Reading /Writing)Socratic Seminar– (Speaking and Listening) <p>Unit Plan:</p> <ul style="list-style-type: none"> Unit 2a. (11th) – Fences/The American Dream <p>Anchor Text:</p> <ul style="list-style-type: none">Fences by August WilsonInformational Text about the American DreamShort Stories/Poems <p>Curriculum Source: Match Fishtank & Teacher Created</p>
<p>Unit 1: The American Experience (September– November)</p> <p>Essential Question: What does it mean to be American?</p> <p>Culminating Assessments:</p>	<p>Unit 4: My American Story– The College Essay (Regents Repeaters) (April)</p> <p>Essential Question: How do our lived experiences influence our dreams and aspirations?</p>




- **INDEPENDENT Practice**
 - **Caramelo– Sandra Cisneros**
 - **This Life– June 2019**
 - **—Richard Rodriguez excerpted from “Aria: A Memoir of a Bilingual Childhood” The American Scholar, Winter 1981– June 2016 (11th & 12th Grade)**
- **INDEPENDENT Practice Argument–Should American citizens be required to vote in national elections?**
- **INDEPENDENT Practice Text Analysis Caramelo– Sandra Cisneros (11th and 12th Grade)**
 -

Focus Skills:


- 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text
- 11-12R3: In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
- 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12W2: 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.

Unit Plan:

START WITH:  01. Reflecting on my Regents– Regents Revisions

-  **02. American Experiences**

Anchor Text:

-  Unit 2 American Experiences.pdf

Multiple Choice Practice

“We are Many” by Pablo Neruda

“Caramelo” by Sandra Cisneros

“This Life” by Rita Dove

“Aria: A Memoir of a Bilingual Childhood” by Richard Rodriguez

Argument

Should Students be required to recite the Pledge of Allegiance?
Should American citizens be required to vote in national elections?

Text Analysis

“Sophistication” by Sherwood Anderson

“Caramelo” by Sandra Cisneros

Culminating Assessment:




- Typed draft of personal statement/college essay (Writing)
- Personal Statement or Career and Post Secondary School Presentation (Speaking/Listening)

Focus Skills:

Unit Plan:

-  **Unit 4 (11th) My American Story – The Personal Statement**

Anchor Text:

-  **Model Home Personal Statement – [Modified Version](#)**
-  **Model ;YA LEVANTATE! Personal Statement [Modified Version](#)**
-  **Model Easter Personal Statement:**
- [Gallery Walk → College Essay Guy – Essays that Worked](#)
- [Gallery Walk -- NPR Photo Statements](#)

Curriculum Source:

New Visions– [Me Myself and the Personal Statement](#)

College Essay Guy– [Guide to Writing a Personal Statement](#)

Unit 2: Road to the Regents (Regents Takers)
(December– January)

Essential Question: What skills will I need to hone in order to gain a college ready score on the ELA Regents?

Focus Skills:

Pacing/Timing of testing
Rubrics for each written response
Self Assessment
Peer Review
Strategies for each portion of Regents

Culminating Assessments:

- 2 Mock Regents Exam

Unit Plan:

-  **Unit 2c. (ELLs) – Road to the Regents (11th Grade)**

Anchor Text:

One Regent for Modeling
Each Mock Regent as an instructional tool – rubric, self and/or peer assessment, MCQ strategies
Stations for different skills for students to engage

Curriculum Source:N/A

Unit 5: Rock the Regents Part 2– Technology and Social
Issues (Only for Regents Repeaters)
(May– June)

Essential Question: How can I build on my core skills in order to earn a college ready score on the ELA Regents?

Focus Skills:

- 1-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text
- 11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
- 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12W2: 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.


Culminating Assessments:

- Independent practice: Inside Google Moonshot Factory– Derek Thompson**
- Argument Essay: Are AI devices beneficial to children?**
- Text Analysis: Frankenstein excerpt**

Unit Plan:

-  **Unit: Technology and Social Issues**

Anchor Text:

-  Technology and Social Issues.pdf

Curriculum Source: