Conceptual Curriculum Map

Content Area: Language Arts
Grade Level/Course: 11th grade EN32

Unit 1 **RHETORIC (nonfiction, rants, and *The Crucible*)** **Reading Focus:** Non-fiction/Editorials/Opinion *The Crucible* **Writing Focus:** Persuasive/Argument **Timeframe: 9 weeks**	**Unit 2** **EXAMINING LIFE THROUGH VARIOUS LENSES** **Reading Focus:** *The Great Gatsby* **Writing Focus:** Literary Analysis **Timeframe: 4 weeks**	**Unit 3** **POWER OF STORYTELLING / INQUIRY** **Reading Focus:** *The Things They Carried* **Writing Focus:** **Timeframe: weeks**	**Unit 4** IR/ Career Research/Memoir **(Link Curriculum Document and Learning Plan)** **Reading Focus:** **Writing Focus:** **Timeframe: weeks**	**(Link Curriculum Document and Learning Plan)** **Reading Focus :** **Writing Focus:** **Timeframe: weeks**
TRANSFER GOALS *Students will be able to independently use their learning to…* *ELA Transfer Goal 1:* Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes. *ELA Transfer Goal 2:* Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.	**TRANSFER GOALS** *Students will be able to independently use their learning to…* *ELA Transfer Goal 3:* Critically consume and produce text and other media, recognizing, understanding, representing, and appreciating multiple perspectives and cultures.	**TRANSFER GOALS** *Students will be able to independently use their learning to…* *ELA Transfer Goal 1:* Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes. *ELA Transfer Goal 2:* Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.	**TRANSFER GOALS** *Students will be able to independently use their learning to…* *ELA Transfer Goal 2:* Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience. *G.C. Transfer Goal 4:* Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.	**TRANSFER GOALS** *Students will be able to independently use their learning to…*
Conceptual Overview: Strong rhetorical writing includes a variety of strategies and techniques, including visual and auditory mediums, in order to persuade or inform a target audience. Audience, readers, and writers must consciously consider the manipulation of content, language, structure and tone when interpreting and composing mediums.	**Conceptual Overview:** Literary and social perspectives function as lenses to create fields of view; Examining different mediums through lenses deepens understanding and provides diverse perspectives on a topic or idea. The era in which one lives influences the behavior, attitude, and values of the individual. A person's American Dream tends to be subjective and reflective of his class, context, and morals	**Conceptual Overview:** Intense and traumatic experiences and how an individual processes them impacts relationships, morality, and perspective. Authors sometimes blur the line between an objective or subjective truth in order to achieve a purpose. The study of literature is an opportunity to explore social and individual issues in order to offer a solution or remedy.	**Conceptual Overview:** Narrative writing exposes readers to global perspectives and enriches their understanding of their own journeys. Career exploration provides a path to understanding the necessary skills to be an active member of a global community.	**Conceptual Overview:**
Rationale:	**Rationale:**	**Rationale:**	**Rationale:**	**Rationale:**

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. As students are preparing to move on soon to college and/or career, they need to be able to critically analyze media, perspectives and ideas they'll encounter beyond the classroom. They need to be familiar with the tools authors use, and to use these tools themselves to communicate effectively considering purpose and audience. The literary devices, analysis, and writing strategies will be the foundation upon which the rest of the year's knowledge, understanding and skills will be built. Summative: real life application, analyzing rhetoric in text of their choice	Building from a general understanding of rhetoric, students will analyze the themes of American identity and the American dream through various perspectives, including their own. Studies will provide students with the tools to evaluate the messages and mediums they encounter in their own world/ the "real" world.	. In the first semester, students developed tools to think critically about texts and mediums. Moving into the second semester, students utilize these tools to evaluate and craft multi-sourced arguments. Students are also asked to consider how embellishment of "truth" and facts can impact a story's message and lead to the author's purpose for writing.	The end of the year is marked with exploring personal narratives, both in reading and writing. The year-long focus on rhetoric culminates in students composing their own varied samples of rhetoric: presentation of individually-driven research and composition of first-person narration. The final text study allows students to explore diverse paths and cultures. Exposure to global perspectives enriches their understanding and connection to their community and world.	
Global Competencies Focus Standards: *GC Transfer Goal 1:* Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems. *GC Transfer Goal 2:* Reflect on their own thinking when presented with alternative points of view, and revise and/or consider their thinking.	**Global Competencies Focus Standards:** *GC Collab Transfer Goal 3:* Students will be able to respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal	**Global Competencies Focus Standards:** *GC Collab Transfer Goal 3:* Students will be able to respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal. *G.C. Transfer Goal 4:* Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.	**Global Competencies Focus Standards:** *GC Collab Transfer Goal 3:* Students will be able to respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal. *G.C. Transfer Goal 4:* Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.	**Global Competencies Focus Standards:**
Priority Standards: Reading: RI.11-12.6 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. RL.11-12.4 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.	**Priority Standards:Reading:** RL.11-12.2 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.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. RL.11-12.9 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.	**Priority Standards:Reading:** **RL.11-12.1** 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. RL.11-12.5 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. RI.11-12.8 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy	**Priority Standards:Reading:** RL.11-12.7 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. (Include at least one play by Shakespeare and one play by an American dramatist.)	**Priority Standards:Reading**

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Priority Standard: Writing	Priority Standard: Writing	Priority Standard: Writing	Priority Standard: Writing	Priority Standard: Writing
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1.B 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. W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2 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. .W.11-12.2.A 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. W.11-12.2.B 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. W.11-12.2.C 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. W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.2.F 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). W.11-12.5 Develop and strengthen writing as needed by	W.11-12.7 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. CCSS.ELA-LITERACY.W.11-12.8 W.11-12.8 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 overreliance on any one source and following a standard format for citation. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.6 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. W.11-12.7 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. *W.11-12.1.C* *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.*	

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	planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
Priority Standard:Speaking and Listening SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**Priority Standard:Speaking and Listening** SL.11-12.1 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. SL.11-12.1.C 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. SL.11-12.1.D 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.	**Priority Standard:Speaking and Listening** SL.11-12.2 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. SL.11-12.4 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. SL.11-12.5 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.	**Priority Standard:Speaking and Listening** SL.11-12.5 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.	**Priority Standard:Speaking and Listening**
Priority Standard: Language L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.3 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.	**Priority Standard: Language** L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.3 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.	**Priority Standard: Language** L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. .L.11-12.2.A Observe hyphenation conventions. L.11-12.2.B Spell correctly.	**Priority Standard: Language**	**Priority Standard: Language**
Supporting Standards	**Supporting Standards**	**Supporting Standards**	**Supporting Standards:**	**Supporting Standards:**

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N/A	RL.11-12.4 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. W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	RL.11-12.4 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. W.11-12.2 A-E (see unit 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.		

Standards that go across all units of study

RL.11-12.2
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.

SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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