



MSAD 60 SCOPE AND SEQUENCE DOCUMENTS

Directions: NHS **Subject-Area Coordinators**, please submit the "Year at a Glance," "Standards Alignment," and "Graduation Standards Alignment" information to **Ali, Joe, and Heidi** for each core course in your department. Please submit by **October 27, 2014**.

Year at a Glance:

Unit	Descriptive Title	Time
Unit 1	Analyzing Informational Text -- Essays and Speeches Research; AI;S. & L.	7 - 8 weeks
Unit 2	Analyzing Literature: The Novel (Hopkins/Pentecost) <i>The Catcher in the Rye</i> Writing: Embedding Quotes (Journal Prompts) S. & L.: Socratic Discussions	8 - 10 weeks

Unit	Descriptive Title	Time
Unit 3	Analyzing Literature: The Short Story (Hopkins/Pentecost) Word Knowledge: Literary Terms Analysing Literature	5-6 weeks
Unit 4	Research Mini-Project Unit Research; S. & L.	3 - 4 weeks
Unit 5	12 Angry Men	4 - 5 weeks
Unit SAT	SAT Prep. - Essay, EBRW, and Grammar	Various throughout

Grade: 11

Course: English 11

Semester: 1

Unit	Descriptive Title	Time
Unit 1	Analyzing Informational Text -- Essays and Speeches	7-8 weeks
Unit 2	Analyzing Literature: The Novel (Hopkins/Pentecost) <i>The Catcher in the Rye</i> Writing: Embedding Quotes (Journal Prompts)	8- 10 weeks

Standards Alignments

Grade: 11

Course: ENG 301: English 11

Unit 1: Grammar Overview Unit

Time: Semester 1 (Every Wednesday)

Focus Standards:

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.L.11-12.1](#)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2](#)
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2](#)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ❑ [CCSS.ELA-LITERACY.L.11-12.3.A](#)
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.C](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.D](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade: 11

Course: ENG 301: English 11

Unit 5: Analyzing Informational Text -- Essays and Speeches

Time: 8 weeks

Focus Standards:

Analyzing Informational Texts:

- ❑ [CCSS.ELA-LITERACY.RI.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.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.2](#) 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.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.3](#) 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.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.4](#) 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).
- ❑ [CCSS.ELA-LITERACY.RI.11-12.5](#) 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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Writing:

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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).
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.C](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ❑ [CCSS.ELA-LITERACY.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- ❑ [CCSS.ELA-LITERACY.W.11-12.5](#) 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](#).)
- ❑ [CCSS.ELA-LITERACY.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ❑ [CCSS.ELA-LITERACY.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ❑ [CCSS.ELA-LITERACY.L.11-12.1.A](#) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2.B](#) Spell correctly.
- ❑ [CCSS.ELA-LITERACY.L.11-12.3.A](#) Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Word Knowledge:

- ❑ [CCSS.ELA-LITERACY.L.11-12.4](#) 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.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.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
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.D](#) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Research:

- ❑ [CCSS.ELA-LITERACY.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.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade: 11

Course: ENG 301: English 11

Unit 2: The Novel - *The Catcher in the Rye*

Time: 8-10 weeks

Focus Standards:

Analyzing Literature

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ❑ [CCSS.ELA-LITERACY.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. (Include Shakespeare as well as other authors.)
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ❑ [CCSS.ELA-LITERACY.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Writing

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.A](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.B](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.C](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.D](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.E](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ❑ [CCSS.ELA-LITERACY.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- ❑ [CCSS.ELA-LITERACY.W.11-12.5](#) 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](#).)
- ❑ [CCSS.ELA-LITERACY.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ❑ [CCSS.ELA-LITERACY.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2.A](#) Observe hyphenation conventions.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2.B](#) Spell correctly.
- ❑ [CCSS.ELA-LITERACY.L.11-12.3.A](#) Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Word Knowledge

- ❑ [CCSS.ELA-LITERACY.L.11-12.1.B](#) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.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

Graduation Standards Alignment

For each unit above, include a listing of the Graduation Standard(s) in which students will have the opportunity to demonstrate proficiency.

NHS English Department Graduation Standards

Unit Title	ELA 1: Analyzing Informational Text	ELA 2: Analyzing Literature	ELA 3: Writing	ELA 4: Research	ELA 5: Speaking and Listening	ELA 6: Word Knowledge
Analyzing Informational Text -- Essays and Speeches	X		X	X	X	X

Analyzing Literature: The Novel: <i>The Catcher in the Rye</i>		X	X		X	X
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Grade: 11

Course: English 11

Semester: 2

Unit	Descriptive Title	Time
Unit 3	Analyzing Literature: The Short Story (Hopkins/Pentecost) Word Knowledge: Literary Terms Analysing Literature	5-6 weeks
Unit 4	Research Mini-Project Unit Research; S. & L.	3 - 4 weeks
Unit 5	Creative Writing/Personal Narrative Unit	4 - 5 weeks
Unit SAT	SAT Prep. - Essay, EBRW, and Grammar	Various throughout

Grade: 11

Course: ENG 301: English 11

Unit 3: Short Story Unit

Time: 6 weeks

Focus Standards:

- ☐ [CCSS.ELA-LITERACY.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.
- ☐ [CCSS.ELA-LITERACY.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.
- ☐ [CCSS.ELA-LITERACY.RL.11-12.3](#)
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ☐ [CCSS.ELA-LITERACY.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. (Include Shakespeare as well as other authors.)
- ☐ [CCSS.ELA-LITERACY.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.
- ☐ [CCSS.ELA-LITERACY.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Vocabulary Acquisition and Use:

- ❑ [CCSS.ELA-LITERACY.L.11-12.4](#)
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.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.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.
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- ❑ [CCSS.ELA-LITERACY.L.11-12.4.C](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- ❑ [CCSS.ELA-LITERACY.L.11-12.4.D](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#)
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#)
Analyze nuances in the meaning of words with similar denotations.
- ❑ [CCSS.ELA-LITERACY.L.11-12.6](#)
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.

Grade: 11

Course: ENG 301: English 11

Unit 4: Research Mini-Project Unit

Time: 3 - 4 weeks

Focus Standards:

Research:

From AIT

- ❑ [CCSS.ELA-LITERACY.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

From Writing

- ❑ [CCSS.ELA-LITERACY.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](#) 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.
- ❑ [CCSS.ELA-LITERACY.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

From Speaking & Listening

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.

Analyzing Information Texts:

- ❑ [CCSS.ELA-LITERACY.RI.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ❑ [CCSS.ELA-LITERACY.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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](#) 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.
- ❑ [CCSS.ELA-LITERACY.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.

Grade: 11

Course: ENG 301: English 11

Unit 5: Analyzing Literature Text - *Twelve Angry Men*

Time: 45 days

Focus Standards:

Analyzing Literature

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ❑ [CCSS.ELA-LITERACY.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. (Include Shakespeare as well as other authors.)
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- ❑ [CCSS.ELA-LITERACY.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Writing

- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.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.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.A](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.B](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.C](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.D](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ❑ [CCSS.ELA-LITERACY.W.11-12.3.E](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ❑ [CCSS.ELA-LITERACY.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- ❑ [CCSS.ELA-LITERACY.W.11-12.5](#) 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](#).)
- ❑ [CCSS.ELA-LITERACY.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ❑ [CCSS.ELA-LITERACY.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2.A](#) Observe hyphenation conventions.
- ❑ [CCSS.ELA-LITERACY.L.11-12.2.B](#) Spell correctly.
- ❑ [CCSS.ELA-LITERACY.L.11-12.3.A](#) Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.A](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- ❑ [CCSS.ELA-LITERACY.L.11-12.5.B](#) Analyze nuances in the meaning of words with similar denotations.

Writing

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.W.11-12.3.D](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

NHS English Department Graduation Standards

Unit Title	ELA 1: Analyzing Informational Text	ELA 2: Analyzing Literature	ELA 3: Writing	ELA 4: Research	ELA 5: Speaking and Listening	ELA 6: Word Knowledge
Analyzing Literature: The Short Story		X	X			X
Research Mini-Project Unit	X		X	X	X	X
12 Angry Men		X	X			

Possible Units to come back to:

Grade: 11

Course: ENG 301: English 11

Unit 7: Creative Writing/Personal Narrative Essay
weeks

Time: 4 - 5

Focus Standards:

Writing:

CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

CCSS.ELA-Literacy.L.11-12.2c 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.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CCSS.ELA-Literacy.W.11-12.5 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](#).)

CCSS.ELA-Literacy.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.

Word Knowledge:

CCSS.ELA-Literacy.L.11-12.4 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.

CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Analyzing Informational Text:

CCSS.ELA-Literacy.RI.11-12.4 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).

CCSS.ELA-Literacy.RI.11-12.5 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.

CCSS.ELA-Literacy.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.