

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: American Dream Introduction		Unit 2: Rhetoric		Unit 3: Colonialism/Puritanism	
Priority Standard(s) <ul style="list-style-type: none">R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)		Priority Standard(s) <ul style="list-style-type: none">R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)R.11-12.5 In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)		Priority Standard(s) <ul style="list-style-type: none">R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)	
Supporting Standard(s) <ul style="list-style-type: none">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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Supporting Standard(s) <ul style="list-style-type: none">W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Supporting Standard(s) <ul style="list-style-type: none">W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level
<ul style="list-style-type: none">Students need to know what a symbol is and how to apply the idea.Students need to know what a political cartoon is.		<ul style="list-style-type: none">Students need to know how to use a search engine appropriately to acquire accurate examples of rhetoric (i.e. how to enter terms to get what they are searching for).		<ul style="list-style-type: none">Students must have a basic knowledge of literary (rhetorical) devices.Students must have a basic understanding of what qualifies as ethos, pathos, and logos.	
Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level
<ul style="list-style-type: none">Students will understand the complexity of the		<ul style="list-style-type: none">Students will understand how an author uses		<ul style="list-style-type: none">Students will know what evidence to use to support	

<p>American Dream.</p> <ul style="list-style-type: none"> Students will learn about different perspectives regarding the American Dream. Students will understand they can have their own version of the American Dream. Students will know how to arrange images and elements to symbolically convey a message. Students will understand they have their own biases regarding the American Dream. 		<p>point of view, perspective, and purpose to shape direct or indirect messages that use techniques like persuasiveness, aesthetic quality, satire, sarcasm, irony, and understatement.</p> <ul style="list-style-type: none"> Students will understand an author’s geographic location, identity, and culture affect their perspective on a topic and their writing. Students will understand the impact structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal in informational texts. Students will understand the arguments in complex texts. Students will know how to use different perspectives (or lenses) to determine the validity or fallacy of key arguments. Students will know how to determine if supporting evidence for an argument is relevant and sufficient. 		<p>their analysis of the text.</p> <ul style="list-style-type: none"> Students will understand how to make logical inferences based on textual evidence Students will understand both direct and indirect meanings of the text. Students will understand instances of ambiguity in the text and know their importance. Students will know how to create open-ended questions that demonstrate deeper understanding of the text. Students will understand how an author uses point of view, perspective, and purpose to shape direct or indirect messages that use techniques like persuasiveness, aesthetic quality, satire, sarcasm, irony, and understatement. Students will understand an author’s geographic location, identity, and culture affect their perspective on a topic and their writing. Students will understand the impact structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal in informational texts. Students will understand the arguments in complex texts. 	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none"> Students will engage in a discussion about the American Dream and consider the ability of a person to acquire it. Students will analyze political cartoons and determine the stance on the American Dream each cartoon is conveying by citing specific evidence and support. Students will determine the components of their own American Dreams. Students will explain the importance/analyze the inclusion of each component of their own American Dreams. Students will create a poster/vision board with symbols of their American Dreams. Students will explain the significance of their American Dream symbols. Students will read informational articles about the American Dream and watch informational videos to gain a foundational understanding of what the 		<ul style="list-style-type: none"> Students will analyze how authors use point of view, perspective, and purpose to shape direct or indirect messages that use techniques like persuasiveness, aesthetic quality, satire, sarcasm, irony, and understatement. Students will explain how an author’s geographic location, identity, and culture affect their perspective on a topic and their writing. Students will analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal in informational texts. Students will describe and evaluate the argument in texts. Students will apply lenses or different perspectives to determine the validity or fallacy of key arguments. Students will determine whether the supporting evidence for an argument is relevant and 		<ul style="list-style-type: none"> Students will identify and cite evidence from texts that supports their analysis. Students will make logical inferences based on both explicit statements and implied meanings. Students will recognize ambiguous elements within the text and articulate why they are ambiguous. Students will formulate questions that encourage deeper understanding and further exploration of the text. Students will analyze how authors use point of view, perspective, and purpose to shape direct or indirect messages that use techniques like persuasiveness, aesthetic quality, satire, sarcasm, irony, and understatement. Students will explain how an author’s geographic 	

American Dream is.		sufficient.		location, identity, and culture affect their perspective on a topic and their writing.	
Domain-specific Vocabulary	Domain-specific Vocabulary		Domain-specific Vocabulary		
<ul style="list-style-type: none">Analyze, political cartoon, American dream, vision board, annotation, symbol, perspective	<ul style="list-style-type: none">Rhetoric, speech, logical fallacy,		<ul style="list-style-type: none">Puritan, Colonial,		

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: The Crucible	Unit 5: Revolution/Enlightenment	Unit 6: American Dream Essay
<p>Priority Standard(s)</p> <ul style="list-style-type: none">R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)	<p>Priority Standard(s)</p> <ul style="list-style-type: none">R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)	<p>Priority Standard(s)</p> <ul style="list-style-type: none">W.11-12.2 Write text in a variety of modes:<ul style="list-style-type: none">a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.
<p>Supporting Standard(s)</p> <ul style="list-style-type: none">W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>Supporting Standard(s)</p> <ul style="list-style-type: none">W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>Supporting Standard(s)</p> <ul style="list-style-type: none">W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to

use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
- b. Identify ways in which usage and conventions vary and are sometimes contested.
- c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).

• L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
- Spell correctly.

Learning Outcomes

Students need to know (concrete knowledge)	DOK Level
<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	
<ul style="list-style-type: none">Students must have a basic knowledge of literary (rhetorical) devices.Students must have a basic understanding of what qualifies as ethos, pathos, and logos.Students must know character motivations.	
Students will understand (abstract ideas)	DOK Level
<ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	
<ul style="list-style-type: none">Students will know what evidence to use to support their analysis of the text.Students will understand how to make logical inferences based on textual evidenceStudents will understand both direct and indirect meanings of the text.Students will understand instances of ambiguity in the text and know their importance.Students will know how to create open-ended questions that demonstrate deeper understanding of the text.Students will know to choose information that	

Learning Outcomes

Students need to know (concrete knowledge)	DOK Level
<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	
<ul style="list-style-type: none">Students must have a basic knowledge of literary (rhetorical) devices.Students must have a basic understanding of what qualifies as ethos, pathos, and logos.Students must know motivations for the American Dream from the Revolutionary period.	
Students will understand (abstract ideas)	DOK Level
<ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	
<ul style="list-style-type: none">Students will know what evidence to use to support their analysis of the text.Students will understand how to make logical inferences based on textual evidenceStudents will understand both direct and indirect meanings of the text.Students will understand instances of ambiguity in the text and know their importance.Students will know how to create open-ended questions that demonstrate deeper understanding of the text.Students will know there are emotional and cultural	

Learning Outcomes

Students need to know (concrete knowledge)	DOK Level
<ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	
<ul style="list-style-type: none">Students must know how to use MLA formatting.Students must have a foundational understanding of how to use English grammar and mechanics.Students must have an understanding of what the American Dream is across time periods.	
Students will understand (abstract ideas)	DOK Level
<ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	
<ul style="list-style-type: none">Students will understand the ilmportance of effective argumentation.Students will understand the role of evidence in supporting claims.Students will understand the structure of argumentative writing.Students will understand evidence-based analysis, critical thinking, and synthesis of information from various texts.Students will understand different media types (e.g., articles, videos, graphs).Students will understand the difference between	

<p>can create an objective and accurate summary of a text.</p> <ul style="list-style-type: none"> Students understand how to assess elements of a text to determine themes or central ideas of a text. Students understand that themes/central ideas of complex text develop and are shaped by small and large details. Students will have an understanding of how form affects the adaptation of a text. <ul style="list-style-type: none"> Ex. book vs. play vs. movie vs. painting vs. musical vs. podcast 		<p>connotations of words.</p> <ul style="list-style-type: none"> Students will develop a familiarity with linguistic diversity and its integration in communication. Students will improve their familiarity with etymology Students will understand how an author uses point of view, perspective, and purpose to shape direct or indirect messages that use techniques like persuasiveness, aesthetic quality, satire, sarcasm, irony, and understatement. Students will understand an author's geographic location, identity, and culture affect their perspective on a topic and their writing. 		<p>credible sources and unreliable sources.</p> <ul style="list-style-type: none"> Students will understand how to conduct basic research methods and data analysis. 	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none"> Students will identify and cite evidence from texts that supports their analysis. Students will make logical inferences based on both explicit statements and implied meanings. Students will recognize ambiguous elements within the text and articulate why they are ambiguous. Students will formulate questions that encourage deeper understanding and further exploration of the text. Students will identify and describe adaptations of a particular source text. Students will analyze how different formats interpret the same narrative. Students will evaluate the effectiveness of each adaptation in conveying themes, characters, and emotions. 		<ul style="list-style-type: none"> Students will identify and cite evidence from texts that supports their analysis. Students will make logical inferences based on both explicit statements and implied meanings. Students will recognize ambiguous elements within the text and articulate why they are ambiguous. Students will formulate questions that encourage deeper understanding and further exploration of the text. Students will analyze nuances and similarities in meanings of words. Students will evaluate how specific word choices affect meaning, tone, and effectiveness. Students will determine meanings of unknown and multiple-meaning words through various strategies. 		<p>Students will:</p> <ul style="list-style-type: none"> Write coherent and persuasive arguments and analyses. Support their claims with appropriate evidence and reasoning. Organize their texts logically, distinguishing between claims and counterclaims. Develop a balanced perspective on topics, considering both strengths and weaknesses of arguments. Tailor their writing to address the knowledge and concerns of their audience. 	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none"> Play, drama, character, plot, setting, conflict, plot diagram, act, theme, 		<ul style="list-style-type: none"> Revolution, Enlightenment, letters, correspondence, 		<ul style="list-style-type: none"> MLA format, works cited, in-text citation, thesis, introduction, body paragraph, conclusion, hook, evidence, commentary, analysis, context 	

PLC Question #1: What do we want all students to know and be able to do?

Unit 7:		Unit 8:		Unit 9:	
Priority Standard(s) •		Priority Standard(s) •		Priority Standard(s) •	
Supporting Standard(s) •		Supporting Standard(s) •		Supporting Standard(s) •	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level
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Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
•		•		•	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
•		•		•	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
•		•		•	