

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject:** English

**Grade Level or Course:** Senior Language and Composition

**Unit 1-3:** Writing      **Unit 4:** Students become the teacher.

**Pacing:** 36 weeks

### STAGE 1 – DESIRED RESULTS

#### Essential Questions:

1. How does knowing about ourselves and others affect our perceptions?
2. When and why is conformity necessary to maintain a strong society?
3. How can we make healthier choices to improve our lives?
4. What is it like to be a teacher?

#### Big Ideas:

1. Students will prepare for college-level discussions by doing research.
2. Students will prepare for college-level writing by going through the writing process and producing multiple-paragraph synthesis essays, memoirs, and research papers.

#### CCSS (Overarching Standards):

1. RL.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.
2. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
3. 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.
4. L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
5. 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.

#### CCSS (Priority Standards):

1. 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.
2. 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.
3. 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.

## STAGE 1 – DESIRED RESULTS *(continued)*

### **CCSS (Priority Standards):**

4. 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.
5. 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 (Supporting Standards):**

1. 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.
2. 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
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.

## STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ol style="list-style-type: none"> <li>Synthesis Writing Skills <ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ Conclusions</li> <li>○ Evidence</li> <li>○ Integrating Sources</li> <li>○ Claims</li> <li>○ Thesis</li> </ul> </li> <li>General Writing Skills <ul style="list-style-type: none"> <li>○ MLA format</li> <li>○ Citations</li> <li>○ Vetting sources</li> </ul> </li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Utilize information from a variety of sources including personal experience</li> <li>Compose personal essays</li> <li>Compose research summaries</li> <li>Compose synthesis essays</li> <li>Engage in small group and entire class discussions</li> <li>Create lessons to engage the class through reading, discussion, and writing activities.</li> </ol>	<ul style="list-style-type: none"> <li>● Type paragraphs using google docs</li> <li>● Submit paragraphs to google classroom</li> <li>● Create and present google slideshows</li> </ul>

## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### *Suggested Resources/Materials/Informational Texts*

Anchor Text
➤ <i>Anthem</i> and <i>Tuesdays with Morrie</i>

Text Selections	Audio Texts
<ol style="list-style-type: none"> <li>“Eleven”</li> <li>“My name”</li> <li>“Plague of Tics”</li> <li>“The Case for Cursing”</li> <li>“The Magic of Words”</li> </ol>	<ol style="list-style-type: none"> <li>Songs</li> <li>Podcasts</li> <li>Ted Talks</li> </ol>

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
<p><b>Essential Vocabulary:</b></p> <ol style="list-style-type: none"><li>1. Thesis</li><li>2. MLA format</li><li>3. Connotation</li><li>4. denotation</li></ol> <p><b>Worth-Knowing Vocabulary:</b></p> <ol style="list-style-type: none"><li>1. Homophones</li><li>2. Similes</li><li>3. Metaphors</li><li>4. imagery</li></ol>	