

CV Guarantee ELA/11: Rhetoric

<p>Big Idea: Rhetoric – What is Rhetoric? (Essential Question) Read and analyze seminal documents for historical context, point of view and purpose.</p>			
<p>Standard: RI 11-12.6 Point of View, Purpose & Rhetoric RI 11-12.1 Cite strong and thorough textual evidence</p>		<p>Timeline: 3 Weeks (+ -) 1st Quarter (Beginning of the year)</p>	
<p>Key Vocabulary: Claim Ethos, Pathos, Logos SOAPST Point of View Context</p>			
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can define rhetoric</p> <p>I can define Ethos, Pathos, Logos</p> <p>I can Identify claims by the author.</p> <p>I can identify rhetorical devices used in speeches</p>	<p>I can analyze historical speeches for Point of View</p> <p>I can determine an author’s point of view.</p> <p>I can determine how the audience and occasion influences the content of the speech.</p>	<p>I can annotate speeches claims/ cite evidence</p> <p>I can complete a SOAPStone on each of the speeches</p>	<p>I can label all Rhetorical Devices in a speech, as well as examples of ethos, pathos, and logos.</p>
<p>Resources: Speeches: "I Have a Dream" Martin Luther King "911" George Bush "The Ballot or the Bullet" Malcolm X "Duty, Honor, Country" General Douglass MacArthur Ted Talks "I got 99 Problems . . . Palsy is Just One" Maysoon Zayid</p>			

CV Guarantee ELA/11: Argument Writing

<p>Big Idea: Argument (EAP) Write argument to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence.</p>			
<p>Standard: Writing: 11-12.1 (a-e) Speaking: 11-12.1</p>		<p>Timeline: Duration: 2 Weeks Preceded By: Rhetoric Unit-Followed By: ERWC / Writing Unit</p>	
<p>Key Vocabulary:</p>			
Biases Values Initiate Contradictory Affirmative (Affirmation) Negation (Negate)	Argument Mediate Clarify Warrant Cohesion (Cohesive) Collegial Discussions	Alternate View Perspectives Civil Democratic Verify Synthesize	
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify and summarize the topic presented in a prompt.	<p>I can brainstorm the different perspective on an issue</p> <p>I can take a position on an issue and explain 3 reasons (claims) why.</p> <p>I will be able to organize my claims in a logical sequence.</p> <p>I will be able to anticipate my audience's knowledge level on the subject (concerns, values, and possible biases).</p>	<p>I will be able to introduce precise, knowledgeable claims.</p> <p>I will be able to establish the significance of the claim (warrant).</p> <p>I will be able to develop my claims and counterclaims fairly and thoroughly, supplying the most relevant evidence.</p>	<p>I will develop and strengthen my paper by planning, revising and editing my paper.</p> <p>I will produce a well written Argument Essay.</p>
<p>Resources: EAP Prompts Resources for Debate AVID Philosophical Chairs/Pop-Up Debate/Formal Debate</p>			

CV Guarantee: ELA/11: Argument Reading (2pgs)

Big Idea: Expository text and Synthesizing Sources – ERWC Process Paper - "Cloning"			
Standard: Reading: RI 11/12.1, 11/12.5, 11/12.6 Writing: W11/12.1 Write argument to support claims...using evidence, 11-12.8 W11/12.8 ...integrate information into the text Speaking: 11/12.2 Integrate multiple sources to support claim		Timeline: Duration: 2-3 weeks each Preceded By: Argument Paper (EAP) Followed By: Timed Synthesis Paper	
Key Vocabulary:			
Foundational Argument Thesis Evidence Claim (Claims) SOAPST Counter argument Ethos Logos Pathos	Essential Synthesize Thesis Parenthetical/ In-text citation Structure Context Concession (Concedes) Refute (Refutes) Stance Imply (Implies) Infer (Infers) Utilizes Proves (Confirms, Substantiates, Affirms)	Extension Warrant Karos Anecdote	
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify how an author cites evidence to support his/her claim. I can identify the structural moves an author makes to convey his/her point I can define the issue. (Cloning)	I can integrate evidence. I can explain the intended impact of the authors moves. I can explain the complexity of the issue (e.g. difference between Reproductive Cloning and Therapeutic Cloning)	I will be able to write a strong thesis statement that articulates my position. I can cite evidence to support my claims. I can incorporate evidence in a way that establishes credibility. I can use varied syntax. I can use phrases or clauses to link major sections of the text. I can supply relevant and sufficient evidence for each claim and counterclaim.	I will develop and strengthen my paper by planning, revising, editing and rewriting my paper. I can write a well written Synthesis Processed Paper (with parenthetical citations) and a attached Bibliography

		I can logically sequence and clarify relationships between claims and counter claims.	
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Resources:
SOAPST Organizer
Annotation Rubric

Turnitin.com
Essay planning template
PowerPoint/NearPod Thesis Claims Evidence
Diana Hacker Thesis Practice

ERWC Unit: Cloning

"The Science of Human Cloning: How Far We've Come and How Far We're Capable of Going." Genome Web News – Dana Dovey

"Cloning is Moral" Herald Sun – Alex Epstein

"Arguments for and Against Creating Human Clones" Center for Genetics and Society

Video Resources

Movie Clip The Island "What Are We?"

The Island "Birth of a Human Clone"

You Tube – "10 Curious Facts About Cloning"

"Cloning National Geographic"

"The Story of Dolly the Cloned Sheep"

CV Guarantee ELA/11: Literature Poetry and Inference

Big Idea:			
Identifying Figurative Language and Inference (Poetry)			
Standard: Reading:11-12.1, 11-12.2 Writing:11-12.3d		Timeline: Duration:2 Weeks Preceded By: Rhetoric Followed By: The Crucible	
Key Vocabulary:			
Figurative Language Inference Tone Connotation (Connotative) Imagery Alliteration Simile Metaphor	Symbol Implicit-Imply Evoke Emphasizes Conveys Alludes Depicts Explicit	Aesthetic Elicits Juxtapose	
Knowledge	Reasoning	Performance Skills	Product Examples
I will be able to define Figurative Language & Inference (infer) I will be able to identify words with strong connotations in a text I will be able to identify imagery in poetry and explain how the imagery adds to themood/meaning. I will be able to complete a "Poetry Sentence Frame"	I can recognize the four major elements of poetry (Figurative Language, Imagery, Voice (attitude and tone), Patterns. I can analyze the impact of specific word choice (meaning, tone, including words with multiple meanings). I can determine the themes and support this analysis with text.	I will be able to annotate poems. I will be able to select words with strong connotation in a text to determine tone. I am able to make inferences and determine the central meaning of a poem through close analysis. I am able to "SOAPSTONE" each poem, (speaker, Occasion, Audience, Purpose, Subject, and Tone).	I am able to create a poem that mirrors the structure and use of language of a published poem (e.g. "Where I'm From" poem) Create Analysis Verb Vocabulary Squares
Resources: "The Journey" by Mary Oliver "What Do You Feel Underground" Gabriela Mistral "Nothing Gold Can Stay" Robert Frost "The Courage That My Mother Had" Edna St. Vincent Millay Excerpt from "White Fang" Jack London "The Stolen Child" William Butler Yeats "The Mending Wall" by Robert Frost Excerpts from "The Jungle" Upton Sinclair "The Lady"			

CV Guarantee
 ELA/Grade 11: Literature Theme and Symbol

<p>Big Idea: Analyze a work of literature, focusing on the development of multiple themes, characters, setting and symbols.</p>			
<p>Standard: Reading 11.2 Determine two or more themes 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; 11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).</p>		<p>Timeline: Duration: 3-4 weeks Preceded By: Poetry Followed By: Literature 2 (<i>Structure: The Things They Carried and Drama: The Crucible</i>)</p>	
<p>Key Vocabulary:</p>			
Theme Imagery Analyze Symbol Connotation/connotes Evoke Emphasizes Conveys Alludes	Theme Symbol Develop/Development Infer Tone Depicts Juxtapose Structure	Aesthetic Elicits Archetypes Allegory	
Knowledge	Reasoning	Performance Skills	Product Examples
I can determine two or more themes of a text. (11.2)	I can analyze the development of a theme over the course of the text, including how it interacts or builds off of other themes. (11.2) I can analyze the impact of the author's choices regarding where the story is set. (11.3)	I can refer, in writing, to evidence from the text to support my analysis. I can pose insightful questions relevant to the author's development of the work. I can refer to evidence that supports my	I can write short responses that analyze one of the aspects of the text (character, theme, etc.), using, embedding, and citing evidence to support.

	<p>I can analyze the impact of the author's choices regarding how the action is ordered. (11.3)</p> <p>I can analyze the impact of the author's choices regarding how the characters are introduced and developed. (11.3)</p>	<p>analysis during literature circle discussion</p>	<p>I can produce a visual representation of my analysis and includes cited evidence.</p>
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Resources:

- Literature selection(Lord of the Flies, Glass Castle, or Great Gatsby)
- Questioning stems for literature circle (AVID ELA)
- Theme Venn Diagram
- Character Map
- Setting posters (or pamphlets)
- Symbol organizers

CV Guarantee ELA/11th Grade: Narrative Essay

Big Idea: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: Writing: W 11-12.3		Timeline: Duration: 1 Week Preceded By: The Crucible Followed By: Argument EAP	
Key Vocabulary:			
Portray/Convey Depict Evoke Connotation First Person Dialogue Hook	Tone/"Loaded" Words Imagery Reflection Transition/Coherence Flashback Descriptive Writing- "Showing Not Telling"	Implicit/Explicit	
Knowledge	Reasoning	Performance Skills	Product Examples
I can determine the significance of an event in my life, in order to write a meaningful narrative essay.	I can reflect on an event in my life in order to determine how events, experiences, or observations changed me in some way, or what I learned from them, that have allowed me to grow as a person.	<p>I can use narrative techniques such as pacing, description, reflection, and multiple plot lines to develop experiences, events, setting, and/or characters.</p> <p>I can use sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>I can arrange events in a logical or chronological order.</p> <p>I can edit my rough drafts, correcting errors and adding details and revisions, and complete peer edits as well.</p>	I can produce a well written narrative essay, which incorporates all the essential narrative elements.
Resources: "Second Chance" Written by John Triska			

CV Guarantee ELA/11: Drama

Big Idea: Analyze how an author uses irony and allegory in a historical drama to convey an insight into societal norms and behaviors.

Essential Question: It is ever justifiable for fear to compromise justice? (The Crucible)
 Conflict between individual freedom and social control, as well as the consequences of extremism.

Standard:

Speaking: 11-12.10
 Reading: 11-12.4 & 11-12.6
 Writing: 11-12.4

Timeline:

Duration: 3 Weeks
 Preceded By: Poetry Unit
 Followed By: Essay Writing/ Research Paper Unit

Key Vocabulary:

Irony Allegory Crucible Superstition McCarthyism

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can define Irony, Allegory, Crucible and Superstition</p> <p>I can distinguish different levels of meaning between literal and symbolic allegory.</p> <p>I can connect contemporary and historical events to get a better understanding of history.</p> <p>I will be able to explain the conflict between individual freedom and social control, as well as the consequences of extremism.</p>	<p>I can distinguish the difference between an Allegory and a Metaphor.</p> <p>Through critical thinking, (internal beliefs & external forces) I can determine how such a climate enabled the events of 1692 to have occurred.</p>	<p>I can Annotate Articles and Identify the Parallels between "The Crucible" and the "Red Scare"</p> <p>I can cite Evidence used to Convict the Accused Witches in Salem 1692.</p> <p>I am able to identify themes in a speech, as well as words with negative connotations that drive the tone of the piece.</p> <p>I can work collaboratively with a group and brainstorm superstitions.</p>	<p>I am able to create a list outlining the different examples of Irony used in the play "The Crucible"</p> <p>In small passages, I am able to differentiate and label the different types of irony used (Verbal, Dramatic, Situational).</p> <p>I can respond in writing to a quote</p>

Resources: "The Crucible" Historical Play by Arthur Miller
 Article "How to Spot a Witch" Adam Goodheart
 McCarthy Trials Articles "Modern Day Witch Hunt" & "The Red Scare" "McCarthyism and The Crucible"
 Puritan Doctrines
 Anticipatory Statement Posters
 Ted Talks - "Why I Still Love a Country that once Betrayed Me" George Taikie

CV Guarantee ELA/11: Literature (structure)

<p>Big Idea: Analyze the way a novel's structure (or excerpts from) and an author's use of language contributes to the work's overall meaning.</p>			
<p>Standard: <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g. chapters, scenes) contribute to its overall structure and meaning as well as its aesthetic impact. <u>CCSS.ELA-LITERACY.RL.11-12.4</u> analyze the impact of specific word choices and figurative language (symbols and abstracts) on meaning and tone, including ... language that is particularly fresh, engaging, or beautiful</p>		<p>Timeline: Duration: 2-3 weeks Preceded By: (all other literature)s Followed By:</p>	
<p>Key Vocabulary:</p>			
<p>Characterization Plot Setting Motives Figurative Literal Develop Relate</p>	<p>Structure Juxtaposition Flashback Sequence Perspective Symbolism Abstract Viable</p>	<p>Surrealism Rationale Evolve Compelling Resolution Sensationalism</p>	
<p>Knowledge</p>	<p>Reasoning</p>	<p>Performance Skills</p>	<p>Product Examples</p>
<p>I can identify when and which type of structural shift occur (flashback, juxtaposition, weaving perspectives, etc.)</p>	<p>I can analyze the impact of the author's choices (Structure, order of action, and how characters are introduced and developed).</p> <p>I can compare the structure of two or more parts of the novel.</p> <p>I can infer the tone of a text.</p>	<p>I can select symbols that represent concepts in my own world and explain their figurative significance* (idea=symbol)</p> <p>I can identify evidence in novel that helps define an abstract concept.</p> <p>I can defend a position in Socratic Seminar.</p> <p>I can determine the meaning of words or phrases as they are used in a text (figurative and connotative)</p>	<p>I can produce a visual narrative reflection and analysis.</p>
<p>Resources: Novel: <i>The Things They Carried</i> "Agent Orange's Long Legacy, for Vietnam and Veterans" by Clyde Haberman "Combat Stress Army Veterans I Found to Persist Since Vietnam" by Benedict Carey Misc. Vietnam protest articles and media</p>			

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<p>Key Vocabulary: Claim Ethos, Pathos, Logos SOAPST Point of View Context</p>			
Knowledge	Reasoning	Performance Skills	Product Examples
I can define rhetoric I can define Ethos, Pathos, Logos I can Identify claims by the author. I can identify rhetorical devices used in speeches	I can analyze historical speeches for Point of View I can determine an author’s point of view. I can determine how the audience and occasion influences the content of the speech.	I can annotate speeches claims/ cite evidence I can complete a SOAPStone on each of the speeches	I can label all Rhetorical Devices in a speech, as well as examples of ethos, pathos, and logos.
<p>Resources: Speeches: "I Have a Dream" Martin Luther King "911" George Bush "The Ballot or the Bullet" Malcolm X "Duty, Honor, Country" General Douglass MacArthur Ted Talks "I got 99 Problems . . . Palsy is Just One" Maysoon Zayid</p>			

CV Guarantee ELA/11: Controversial Issue Research paper

<p>Big Idea: Synthesize multiple sources of information, select and synthesize relevant evidence that supports the students will develop a research question from a controversial topic, locate and evaluate thesis.</p>			
<p>Standard: CCSS.ELA-LITERACY.WHST.11-12.7 Conduct ...sustained research projects to answer a ...self-generated question narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.WHST.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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>Timeline: Duration:4 weeks Preceded By: ERWC Synthesis and Argument</p>	
<p>Key Vocabulary:</p>			
<p>(FOUNDATIONAL) Synthesize Open, closed and counter thesis warrant</p>	<p>(ESSENTIAL) Research Authoritative Plagiarism Parenthetical citation (Advanced) transitions</p>		<p>Active Verbs Analyzes Assumes Concludes Confirms Considers Construes Deduces Deliberates Demonstrates Examines Explores Identifies Imparts Indicates Maintains Manifests Misconstrues Observes Perceives Pinpoints Presumes Questions Reasons Refers Remarks Scrutinizes Speculates Substantiates Supports Supposes Theorizes Upholds Validates Verifies segway</p>
<p>Knowledge</p>	<p>Reasoning</p>	<p>Performance Skills</p>	<p>Product Examples</p>
<p>I can define the content vocabulary listed above.</p> <p>I can use search tools (e.g. SIRS and Google) to locate relevant key terms and sources.</p>	<p>I can expand from topic to a research question.</p> <p>I can develop a list of questions to pursue when trying to answer the research question.</p> <p>I can evaluate sources to determine its validity, credibility and</p>	<p>I can write an introduction that hooks the reader and provides background on the issue.</p> <p>I can integrate evidence using direct and indirect quotations in a way that establishes the credibility without</p>	<p>MLA Formatted Bibliography</p> <p>MLA Formatted Outline</p> <p>MLA Formatted Research paper</p>

	<p>authority on the subject.</p> <p>I can identify and select evidence that supports my claim.</p>	<p>impeding the flow of the writing</p> <p>I can avoid plagiarism when integrating sources by citing appropriately and not overly relying on one source.</p> <p>I can write warrants and qualifiers that strengthen my argument.</p> <p>I can give specific peer feedback based on a rubric.</p> <p>I can revise my essay to demonstrate a control of language and ideas in order to strengthen my thesis statement</p> <p>I can compose a well written thesis statement</p> <p>I can select supportive textual evidence to support my thesis statement</p>	
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Resources:

Turnitin.com

"Whitepaper": Evaluating Sources

Plagiarism

Proquest SIRS

Diana Hacker and/or OWL Perdue

MLA Samples (Works Cited, Outline)

Thesis Practice

Student Exemplars (NEED TO PUT IN CENTRAL PLACE)

Sample Intros (*People mag.*)

CV Guarantee ELA/11th Grade: American Dream Synthesis

Big Idea: Synthesis-Is The American Dream Still Possible?			
Standard: Reading: 11-12.1 /11-12.4/11-12.6 Writing: 11-12.1 / 11-12.2		Timeline: Duration: 2 Weeks Preceded By: "The Things They Carried"	
Key Vocabulary:			
Analysis Literal/Figurative Evoke Symbolism Assertions Analogy Imply	Theme Mood Tone Irony Comparisons Inference/Infer Sarcasm		
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify important historical versions of the American Dream	I can explain my own definition of the American Dream. I can determine if the "American Dream" is still possible.	I can determine multiple meanings from a text. I can identify words the author chose to evoke meaning in the text. I can cite evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	I can write an effectively written argument essay taking a position as to whether the "American Dream" is still possible. I can create a visual essay poster that depicts whether I believe the "American Dream" is still possible.
Resources: Articles "Even Americans Can't Afford the American Dream" by Andrew Soergel 2016 "The History of the American Dream" by Jon Meacham 2012 – Time Magazine "American Pie" Lyrics by Don McLean 1972 "American Pie" Powerpoint Slide Show			