

| Unit  | Essential Questions  | Common Core State Standards  | Assessments   | Academic Skills and Activities  | Resources   |
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| <p><b>(Semester 1)</b><br/>Unit 1: Our Nation's Beginnings</p>          | <ul style="list-style-type: none"> <li>- What are the cause and effect relationships to creation myths?</li> <li>- What themes do myths typically center around?</li> <li>- Why are myths important to American culture?</li> <li>- How did origin myths influence American society?</li> <li>-How can we determine the POV of a piece of literature? How does that POV affect reader interpretation?</li> </ul> | <p>CCSS.ELA-LITERACY.WHST.11-12.1.A</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1.E</p> <p>CCSS.ELA-LITERACY.L.11-12.3</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.9</a></p> | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis work independently and with partners</li> <li>• Written response to stories from prompts</li> <li>• Class discussion</li> <li>• Reading comprehension worksheets</li> <li>• Group writing</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Prompt Writing</li> <li>• Unit test (multiple choice and identification practice)</li> </ul> | <ul style="list-style-type: none"> <li>- Bell Ringer/Exit Slip Modeled -annotations/explications</li> <li>-Think-Pair-Share</li> <li>-Graphic Organizers for close reading to write</li> <li>-PowerPoint</li> <li>-Photograph Analysis</li> <li>-Quote Analysis</li> <li>-Frontloading</li> <li>-Four Square</li> <li>-Paired Reading with rubric</li> <li>-TPS</li> <li>-Socratic Seminar</li> <li>-Peer Editing</li> <li>-SSR</li> <li>-Annotating</li> <li>-Writing Process</li> <li>-Comparing and contrasting text with non-print resources (videos, etc)</li> <li>-Guided Reading</li> <li>-Text Connections</li> <li>-Critical Thinking Questions</li> <li>-Visual Analysis for enrichment</li> <li>-Bloom's Taxonomy</li> <li>-Sequencing Chart</li> </ul>          | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> <li>• Visual and Hardcopy resources for comprehension</li> <li>• Google Slide presentations (teacher)</li> </ul>                       |
| <p>Unit 2: "The Crucible" and McCarthyism , and Young Goodman Brown</p> | <ul style="list-style-type: none"> <li>-In what ways does fear manipulate a group and/ or individual?</li> <li>-Is personal integrity more</li> </ul>  | <p><a href="#">CCSS.ELA-LITERACY.WHST.11-12.1.D</a></p> <p>CCSS.ELA-LITERACY.L.11-12.3</p> <p>CCSS.ELA-LITERACY.RL.11-12.3</p>   | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis</li> <li>• "Sinners in the Hands of an Angry God" by Jonathan Edwards pre-reading (the puritan lifestyle)</li> <li>• "Enemies from Within" by Joseph</li> </ul>   | <ul style="list-style-type: none"> <li>-Bell Ringer/Exit Slip</li> <li>-Modeled -annotations/explications</li> <li>-Think-Pair-Share</li> <li>-Graphic Organizers for close reading to write</li> <li>-PowerPoint</li> <li>-Photograph Analysis</li> <li>-Quote Analysis</li> <li>-Frontloading</li> <li>-Four Square</li> <li>-Paired Reading with rubric</li> <li>-TPS</li> <li>-Socratic Seminar</li> <li>-Peer Editing</li> <li>-SSR</li> <li>-Annotating</li> <li>-Writing Process</li> <li>-Comparing and contrasting text with non-print resources (videos, etc)</li> <li>-Guided Reading</li> <li>-Text Connections</li> <li>-Critical Thinking Questions</li> <li>-Visual Analysis for enrichment</li> <li>-Bloom's Taxonomy</li> <li>-Sequencing Chart</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> <li>• Movie clips for enrichment/ comprehension support</li> <li>• learning stations</li> <li>• audiobook for comprehension</li> </ul> |

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|  | <p>important than survival?</p> <p>-To what extent, if any, should religion play a role in politics?</p>                                      | <p><a href="#">CCSS.ELA-LITERA.CY.RL.11-12.5</a></p> <p><a href="#">CCSS.ELA-LITERA.CY.RL.11-12.9</a></p>    | <p>McCarthy allegorical connection</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Literary Analysis essay</li> <li>Act quizzes</li> <li>Reflective writing</li> <li>Unit performance assessments (One-Pager and/ or thematic essay)</li> </ul>   |  | <p>support (mood/ tone)</p>  |
| <p>Unit 3: <i>The Great Gatsby</i></p> | <p>-In what ways do symbols contribute to the meaning of a work as a whole?</p> <p>- In what ways does morality affect one's achievement?</p> | <p><a href="#">CCSS.ELA-LITERA.CY.WHST.11-12.1.D</a></p> <p><a href="#">CCSS.ELA-LITERA.CY.L.11-12.5</a></p> | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Literary analysis work independently and with partners</li> <li>Written response to stories from prompts</li> <li>Class discussion</li> <li>Reading comprehension worksheets</li> <li>Group writing</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Lit analysis essay</li> <li>performance assessment: group project (symbol analysis)</li> </ul> |  | <ul style="list-style-type: none"> <li>Teacher-made supplements</li> <li>student-led assessments/ instruction</li> </ul> |
| <p>Unit 4: The SAT</p>                 | <p>-What test-taking skills and strategies are most beneficial for</p>  | <p>CCSS.ELA-LITERA.CY.RI.11-12.4</p> <p>CCSS.ELA-LITERA.CY.RI.11-12.6</p>                                    | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Paper-based practice SAT tests</li> <li>Albert.io online practice SAT-style assessments</li> <li>YouTube video supplements for</li> </ul>   |  | <ul style="list-style-type: none"> <li>College Board made supplements</li> <li>YouTube videos for enrichment</li> </ul>  |

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|  | <p>standardized tests?</p> <p>-How can one build efficiency, and therefore efficacy, within a timed test?</p>   | <p><a href="#">CCSS.ELA-LITERA<br/>CY.L.11-12.2</a></p> <p>CCSS.ELA-LITERA<br/>CY.L.11-12.3</p>  | <p>supportive of test-taking strategies</p> <ul style="list-style-type: none"> <li>• Distractor Analysis</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Practice SAT Test (all reading and writing multiple choice)</li> </ul>  |  |  |
| <p><b>(Semester 2)</b><br/>Unit 5:<br/>Research Paper<br/>–Indigineous Peoples<br/>reprise</p> | <p>-What methods of research best promote deep and enduring comprehension?</p> <p>-How does one evaluate sources to determine validity and value?</p> | <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.2.B</p> <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.2.C</p> <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.2.E</p> <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.4</p> <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.7</p> <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.8</p> <p><a href="#">CCSS.ELA-LITERA<br/>CY.RL.11-12.9</a></p> | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Resource collection scaffolding</li> <li>• synopsis of resource assessment</li> <li>• Class discussion</li> <li>• Analysis of various indigenous stories</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• The research paper</li> </ul> |  | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> <li>• History presentations for cultural and geographical awareness</li> </ul>                      |
| <p>Unit 6: <i>Their Eyes Were Watching God</i></p>   | <p>-How does the language used– both the intricacies of detail as well as the dialect– impact a reader’s emotions and</p>                             | <p><a href="#">CCSS.ELA-LITERA<br/>CY.WHST.11-12.1.D</a></p> <p>CCSS.ELA-LITERA<br/>CY.L.11-12.3</p> <p><a href="#">CCSS.ELA-LITERA<br/>CY.RL.11-12.6</a></p>  | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• language analysis worksheet</li> <li>• relationship short answer questions</li> <li>• multiple choice quizzes for comprehension</li> <li>• imagery analysis project (Google Slides)</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> <li>• Student-made projects for presentations</li> <li>• audiobook for language analysis</li> </ul> |

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|  | <p>understanding as they read?</p> <p>-How do the relationships between nature, self, and between other men and women shape the storyline of the novel?</p>  |   | <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Argument essay (honors)</li> <li>• blackout poem</li> </ul>   |  |  |
| <p>Unit 7:<br/>Application Essays</p>        | <p>-What are the important and unique aspects of myself that make me a viable candidate for a school/ trade/ military branch?</p> <p>-In what ways can I build a concise essay detailing all of my personal achievements? Academic achievements?</p> | <p>CCSS.ELA-LITERA<br/>CY.WHST.11-12.10</p> <p>CCSS.ELA-LITERA<br/>CY.L.11-12.6</p>               | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• various sample application essay prompts from both SchoolLinks and the College Board Website</li> <li>• Syntax and academic vocabulary assessments</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Application essay (either school or trade)</li> </ul> |  | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> </ul>   |
| <p>Unit 8:<br/><i>Fahrenheit</i><br/>451</p> | <p>-What are the implications of choosing ignorance and conformity as a</p>  | <p>CCSS.ELA-LITERA<br/>CY.RL.11-12.3</p> <p><a href="#">CCSS.ELA-LITERA<br/>CY.RL.11-12.5</a></p> | <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis work independently and with partners</li> <li>• Written response to stories from prompts</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Teacher-made supplements</li> <li>• compare and contrast final assessment (student made)</li> <li>• nonfiction resources</li> </ul> |

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|  | <p>means to avoid conflict?<br/>-How does technology both help and hinder a society?</p> | <p>CCSS.ELA-LITERACY.RL.11-12.10</p> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Reading comprehension worksheets</li> <li>• Group projects</li> <li>• Socratic Seminar</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis essay + Unit test (SAT-style multiple choice)</li> </ul> |  |  |
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**Common Core:** We will focus on 3 common core standards that will be demonstrated through students' ability to engage in a Close Reading to Write:

**Writing Anchor Standard 1.** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Writing Anchor Standard 4.** Produce clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Reading Anchor Standard 1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.