



Standards Based Map

12th Grade CR ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Sentence Writing: Look to Your Future Unit #1 15-18 45-min Class Periods	ELA.12.W.C10.2 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 all Language objectives up to and including grade 12.) (CCSS W.11-12.5) ELA.12.L.C16.1 Apply knowledge of language to understand how language	I will KNOW: *How to strengthen writing by varying sentence type *How to develop and strengthen writing by identifying a specific purpose and audience through appropriate word choice	What role does writing play in your future? Why is it important for me to consider the audience when writing? How do my strengths	audience purpose tone measurable attainable compound sentence complex sentence simple sentence compound- complex sentence cover letter Personal Mission Statement	Lesson 1: Audience Appropriate? Students will consider the elements of audience, purpose, and tone by doing a close reading and discussion of Pat Conroy's " A Letter to the Editor of the Charleston Gazette. " In addition, students will participate in an exercise demonstrating the importance of	Goal setting: http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting http://www.yourgoalsetting.com/personal-goals/master-your-personal-goals/ Interest Inventory: http://careerservices.rutger	Oral Communication Speaking and Listening 12th Grade Informative Speaking Instructional Rubric Peer Evaluation Discussion Journal Writing/Learning Log	

	<p>functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> 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 L.11-12.3) <p>ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.</p> <ul style="list-style-type: none"> 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 L.11-12.1) <p>ELA.12.L.C15.2 Demonstrate command of</p>	<p>*Conventions of standard English</p> <p>I will be able to:</p> <ul style="list-style-type: none"> Write a well-written cover letter to a college or employer Complete an interest inventory Create a Personal Mission Statement Develop a presentation 	<p>and interests influence my plans for the future?</p> <p>How can I write with a variety of effective sentences with proper punctuation?</p> <p>How can my writing style affect my future?</p> <p>Why is having a clear, focused personal goal important?</p>	<p>controversy cunning tutelage galvanic exuberant sullied</p>	<p>considering audience, purpose, and tone in various types of writing.</p> <p>Lesson 2: Future Strong Students will read and discuss “A Dream Deferred” by Langston Hughes, making connections to their own dreams and plans. Using a Mind Map graphic organizer, students will list their strengths and their interests. Students will use the mind map to write a journal entry for their Writer’s Notebook. Next, students will read classified ads and discuss the skills needed for future careers. They will rewrite ads in complete sentences and write an ad for their own career choice. In small groups, students will jigsaw an article about goal setting. Students will create</p>	<p>s.edu/OCAAs_sessyourself.shtml</p> <p>“Cover Letters from Hell: Expose Poor Quality of College Grads” article http://abcnews.go.com/Business/CareerManagement/story?id=2582776&page=1</p> <p>“How to” examples for cover letters For college admission: http://www.collegeconfidential.com/college_admissions/ivy_applications_8.htm http://www.bc.edu/offices/careers/skills/letters/cover.html</p> <p>For employment http://www.wa.gov/esd/quides/resume/letter/letter_commonmistakes.htm <a 730="" 81="" 824="" 915"="" href="http://owl.engl</p> </td> <td data-bbox="> <p>Informal Written Communication 12th Grade Informational Writing Rubric</p> <p>Practice presentations</p> <p>Checklists/observations</p> <p>Concept maps</p> </p>	
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	<p>the conventions of standard English capitalization, punctuation and spelling when writing. •observe hyphenation conventions. •spell correctly. (CCSS L.11-12.2)</p> <p>ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. •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. •identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). •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</p>				<p>a graphic representation of where they see themselves at different points in the future and will use that graphic representation to write another journal entry. Finally, students will take an interest inventory and write a journal entry discussing the results of the inventory.</p> <p>Lesson 3: Savvy Sentences Say It All This lesson is to introduce the Sentence of the Week section of the Writer’s Notebook. Students will learn how to utilize sentence writing, capitalization, and punctuation skills in their own writing.</p> <p>Lesson 4: I’ve Got it Covered Students will discuss formal verses informal tone and consideration of the audience when writing. Students</p>	<p>ish.purdue.edu/engagement/index.php?category_id=34&sub_category_id=42&article_id=129 http://www.wa.gov/esd/guides/resume/letter/letter_checklist.htm</p> <p>Personal Mission Statement Examples http://owl.english.purdue.edu/owl/resource/642/02/ How to write a Personal Mission Statement http://owl.english.purdue.edu/owl/resource/642/01/ http://www.quintcareers.com/creating_personal_mission_statements.html http://literacy.kent.edu/Oasis/Leadership/mission.htm</p>		
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	<p>its precise meaning, its part of speech, its etymology or its standard usage. •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 L.11-12.4)</p> <p>ELA.12.L.C17.3 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 L.11-12.6)</p>				<p>will view examples of good and poor cover letters and read and discuss the article “Cover Letters from Hell: Expose Poor Quality of College Grads.” Students will write their own cover letters to a college or employer.</p> <p>Lesson 5: We’re on a Mission Students will work to define <i>personal mission statement</i>. The teacher will facilitate the students discussion and help students to come up with a working definition (i.e. A personal mission statement defines your purpose and what you want to do in your life or career, and it is expressed in a measurable way.) Students will then write their own personal mission statement and find or create a graphic to illustrate it. Students will</p>			
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					prepare a presentation highlighting their goals, strengths, interests, and their personal mission statement.			
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<p>Paragraph Writing: Friend Me, Follow Me, Hire Me!</p> <p>Unit #2</p> <p>10-14 45-Min Class Periods</p>	<p>ELA.12.W.C10.1 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 objectives in Text Types and Purposes.) (CCSS W.11-12.4)</p> <p>ELA.12.W.C10.2 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 all Language objectives up to and including grade 12.) (CCSS W.11-12.5)</p> <p>ELA.12.L.C17.2 Demonstrate</p>	<p>I will KNOW:</p> <p>*How to collaborate</p> <p>*How to plan, create and present a project</p> <p>*How to evaluate peers using rubrics</p> <p>*How to self-evaluate using reflections</p> <p>I will be able to</p> <p>*Develop a group contract</p> <p>*Complete research of social networking</p> <p>*Plan, develop</p>	<p>How do writers hook and hold the reader’s attention?</p>	<p>Transitional Words and Phrases</p> <p>Again Also And And then Besides Equally important Finally First Furthermore In addition In the first place Last Moreover Next Second Still Too In the same way Likewise Similarly Although</p>	<p>Unit 2: Paragraph Writing: Friend Me, Follow Me, Hire Me!</p> <p>Social networking is here to stay. Students are already participants in such sites as Facebook and Twitter. While there are issues and problems with any social networking site, we all need to become safe and sensible consumers and participants. This two and a half week project is designed to teach students how to safely and wisely use the resources they have to ensure their employability while increasing their paragraph writing skills. In</p>	<p>School-based Individuals:</p> <p>Guidance counselors Technology Integration Specialists School principal Business Teachers Career and Technical Teachers</p> <p>Technology:</p> <p>Computers Cameras Tablets</p> <p>Community:</p> <p>Job placement centers Career counselors College admission officers</p>	<p>Collaboration WVDE Collaboration Rubric</p> <p>Written Communication WVDE 12th Grade Informative Writing Instructional Rubric</p> <p>Oral Communication WVDE 12th Grade Argumentative Speaking Instructional Rubric</p> <p>Practice Presentations Practice Presentation</p> <p>Survey Self-Reflection</p>	

	<p>understanding of figurative language, word relationships, and nuances in word meanings. •interpret figures of speech (e.g., hyperbole , paradox) in context and analyze their role in the text. •analyze nuances in the meaning of words with similar denotations. (CCSS L.11-12.5)</p>	<p>and present an appropriate product</p> <ul style="list-style-type: none"> *Collaborate with group members *Complete self-assessment of the project *Assess success of the project as a whole 		<p>And yet But But at the same time Despite Even so Even though For all that However In contrast In spite of Nevertheless Notwithstanding On the contrary On the other hand Regardless Still To summarize Therefore Thus To this end Meanwhile</p>	<p>groups, students will create a product to convince the principal of their school that social networking can be positively utilized in the job market. Individually, students will write an acceptable use policy for social networking in the work place or educational environment.</p>	<p>Legal experts</p> <p>Materials: WVDE Collaboration Rubric 12th Grade Informative Writing Instructional Rubric 12th Grade Argumentative Speaking Instructional Rubric Self-Reflection on Learning Acceptable Use Policy Assignment Writer's Notebook Assignment http://www.usnews.com/education/best-colleges/articles/2011/05/09/social-media-helps-hinders-job-search-for-grads - article regarding social networking and the job market.</p>	<p>on Learning Journal Writing/Learning Log Writer's Notebook</p>	
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<p>Modes of Writing Part A: Tools for the Future</p> <p>Unit #3</p> <p>14-15 45-Min Class Periods</p>	<p>ELA.12.R.C1.5 Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the text. (CCSS RI.11-12.2)</p> <p>ELA.12.R.C1.6 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 informational text and media. (CCSS RI.11-12.3)</p> <p>ELA.12.R.C2.6 Determine an author’s point of view, purpose and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS RI.11-</p>	<p>I will KNOW:</p> <p>*How to write effective thesis statements throughout the modes: narrative, informative and argumentative</p> <p>*How to write a more effective thesis</p> <p>*How to convey meaning through narrative writing</p> <p>I will be able to:</p> <p>*Introduce precise, knowledgeable claims.</p> <p>*Clarify the relationships between claims and reasons, between reasons and evidence and</p>	<p>How can I write a more effective thesis?</p> <p>How can I convey meaning through narrative writing?</p>	<p>argument thesis throng nomenclature sine qua non solecisms ambiguities clarity concision jargon pretentious verbiage obfuscator inter (persona) intra (personal) certified speech and language pathologist</p>	<p><u>Lesson 1: Thesis Statement: Making a Claim</u></p> <p>Once a student decides about what he or she is writing, the student will need to consider his or her beliefs and opinions about the subject to make the claim he or she wants to make about it. Students struggle to make claims in order to write strong thesis statements in all types of writing, but this is particularly true in argumentative writing, so this lesson focuses on writing a claim or thesis for an argumentative essay, while exploring thesis writing in other</p>	<p>Anchor Text & Questions for Close Reading:</p> <p>“Why Good English is Good for You” by John Simons http://www.scribd.com/doc/45144805/Simon</p> <p><u>Modes of Writing Thesis Placemat</u></p> <p><u>Modes of Writing Thesis Lesson Vocabulary Word Form</u></p> <p><u>Modes of Writing Thesis TDQ Chart</u></p>	<p>Written Narrative <u>12th Grade Narrative Writing Rubric</u></p> <p><u>Thesis Statement Checklist</u></p> <p><u>Thesis Lesson Vocabulary Word Form</u></p> <p>Peer evaluation <u>Narrative Peer Review Sheet</u></p> <p>Journal Writing/Learning Log</p>	

	<p>12.6)</p> <p>ELA.12.W.C9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> •introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. •develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. •analyze 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 	<p>between claims and counterclaims.</p> <ul style="list-style-type: none"> *Evaluate thesis statements. *Revise and edit ineffective thesis statements. *Present a thesis. *Read, comprehend, analyze and evaluate literary and informational texts. *Write in the narrative, informational, and argumentative modes. 			<p>genres.</p> <p><u>Lesson 2: Narrative: It's My Story to Tell</u></p> <p>Everyone, including the teacher, has a story to tell and whether happy or sad, they are an integral part of the person we are today. In this lesson students and teacher will write a story from their life; one they may want to one day share with their children or one they want the world to know.</p>	<p><u>Text-dependent Questions for Students Narrative Peer Review Worksheet</u></p> <p>On Narratives <u>http://www.creativenonfiction.org/brevity/pastissues/two/brev38/Warner38.html</u></p> <p><u>Modes of Writing On Narratives Placemat</u></p> <p>Modes of Writing On Narratives TDQ Chart</p> <p><u>Modes of Writing Narrative</u></p>		
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	<p>and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> •establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1) <p>ELA.12.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. •engage and orient the reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> •use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. •use and evaluate a variety of techniques to 					<p><u>Lesson Step by Step Process</u></p> <p>Contest Entry Format <u>http://www.writersjournal.com/contest_entry_manuscript_format.htm</u></p> <p>Chekov's Home <u>http://www.online-literature.com/donne/1210/</u></p> <p><u>12th Grade Narrative Instructional Writing Rubric</u></p> <p>Compelling Stories <u>http://voices.yahoo.com/how-write-</u></p>		
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	<p>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).</p> <ul style="list-style-type: none"> •use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. •provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. <p>(CCSS W.11-12.3)</p>					<p>compelling-stories-5195657.html</p> <p>Writer's Conferences and Writer's Notebook descriptions, directions and basic information</p> <p>http://www.pennykittle.net/uploads/pdf/WritersBesideTheMhandouts.pdf</p> <p><i>Making Thinking Visible</i> information</p> <p>http://www.pzh.harvard.edu/Vt/Visiblethinking_Html_Files/06_Additionalresources/Makingthinkingvisibleel.Pdf</p>		
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Fraye Model

						<p>http://wvde.state.wv.us/strategybank/FrayerModel.html</p> <p>Teach 21 vocabulary strategies page</p> <p>http://wvde.state.wv.us/strategybank/vocabulary.html</p> <p>Some strategies are modified from <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</i> by Ron Ritchhart, Mike Church and Karin Morrison, which began at Harvard's Project Zero The Writer's Notebook and</p>		
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						other writing strategies are modified from <i>Write Beside Them</i> by Penny Kittle		
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<p>Modes of Writing Part B: Tools for the Future</p> <p>Unit #4</p> <p>11-15 45-min Class Periods</p>	<p>ELA.12.R.C1.5 Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the text. (CCSS RI.11-12.2)</p> <p>ELA.12.R.C1.6 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 informational text and media. (CCSS RI.11-12.3)</p> <p>ELA.12.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative,</p>	<p>I will KNOW:</p> <p>*How to write effectively throughout the modes: narrative, informative and argumentative</p> <p>I will UNDERSTAND how</p> <p>*Writers can make connections, convey meaning and promote new understanding through purpose-driven, audience-appropriate essays.</p> <p>I will be ABLE to:</p> <p>*Read,</p>	<p>Through the range of narrative, informational, and argumentative modes, how is the theme of Man vs. Society realized?</p> <p>How do writers convey meaning through narrative and informational writing?</p> <p>How does informational writing promote inquiry and new</p>	<p>Counterclaims Biases Syntax Transitions Analogy Metaphor Simile Pacing reflection description dialogue coherence sensory narrative connotation denotation diction rhetoric exposition tone</p>	<p>Lesson 1: Narrative Description In this lesson students will focus on the conventions of narrative writing. They will identify how an author uses descriptive words and phrases to set the scene for the story he/she is trying to tell. Students will discuss the words and phrases that appeal to the reader’s senses. They will write their own narrative piece, employing the narrative techniques they have noted in the works of others.</p>	<p>Angelou, Maya. “Champion of the World” (1110L) www.unicorncollector.com/ Orwell, George. “Shooting an Elephant” (1190L) http://www.online-literature.com/orwell/887/ Berry, Wendell. “The Pleasures of Eating.” (1030L) http://www.ecoliteracy.org/essays/pleasures-eating Orringer, Julie. “Note to a Sixth-Grade Self.” (short story)</p>	<p>Written Communication – Argumentative/Informational/Narrative WV Writing Rubric Grade 11</p> <p>Oral Communication Speaking and Listening Presentation Rubric</p> <p>Public Service Announcement Rubric</p>	

	<p>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 RI.11-12.4)</p> <p>ELA.12.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging. (CCSS RI.11-12.5)</p> <p>ELA.12.R.C2.6 Determine an author's point of view, purpose and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS RI.11-12.6)</p> <p>ELA.12.R.C4.1 By the end of the year, read and comprehend literature, including stories, dramas and poetry, independently and proficiently at the high</p>	<p>comprehend, analyze and evaluate literary and informational texts.</p> <p>*Write in the narrative, informational, and argumentative modes.</p> <p>*Prepare and present a PSA regarding career choice.</p> <p>*Evaluate thesis statements.</p> <p>*Revise and edit ineffective thesis statements.</p> <p>*Present a thesis.</p> <p>*Generate and present research question.</p> <p>*Present a polished researched argument.</p>	<p>understanding?</p> <p>How can argumentative and informational writing create connections to prior learning while facilitating analysis?</p> <p>How do we determine what skills and knowledge are necessary for specific careers?</p> <p>How do we analyze argumentative writing?</p> <p>How do I become a close reader of literary and informational texts?</p> <p>How do</p>		<p><u>Lesson 2: Informational Writing-How To</u> In this lesson students will focus on one aspect of informational writing, the process essay. They will write a quick piece describing how to make a peanut butter sandwich. Students will examine the steps in writing a process essay using one of the resources listed in the Websites section of this lesson plan. Students will choose one of the process essays to read and critique to see if the process described is viable. Students will read their chosen essay and be prepared to discuss their findings with a group of students</p>	<p>that could be paired with "High School's Secret Life") Teacher-selected Shakespeare soliloquy "Behind the Formaldehyde Curtain" http://www.hartlandhighschool.us/teachers/czapski/documents/BehindtheFormaldehydeCurtain.pdf "Why I Want a Wife" http://www.cwluherstory.com/why-i-want-a-wife.html "The Ways We Lie" http://www.qsl.net/k/kb4rpv//ways-lie.pdf "Your Skills Should be Transferable" http://www.nzherald.co.nz/news/article.cfm?c_id=1&objectid=10603511</p>		
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	<p>end of the grades 11–CCR text complexity band. * (CCSS RL.11-12.10)</p> <p>ELA.12.R.C4.2 By the end of the year, read and comprehend literary nonfiction independently and proficiently at the high end of the grades 11-CCR text complexity band. * (CCSS RI.11-12.10)</p> <p>ELA.12.W.C9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> •introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. •develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates 		<p>writers engage their audiences with a claim supported by solid evidence?</p> <p>How do I incorporate what I've read into a research question and then a full-length paper?</p>		<p>who read the same essay. They will evaluate the essay based on the completeness of the how-to process. Students will then use what they have learned about process writing to write their own how-to piece.</p> <p>Lesson 3: Writing Classification Essay- Informational Writing In this lesson students will be examining the structure of a classification essay. They will read several pieces of informational writing that clearly demonstrate the technique. After learning the strategies used in this kind of writing, students will then try their hand at writing a classification</p>	<p>“The Best Job for You” (1070L) http://www.usnews.com/usnews/biztech/articles/070311/19intro.htm “Reach for the Stars” (1220L) http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_12_06/noDOI.11433880154077796043 2008 Presidential speeches http://www.presidentialrhetoric.com/campaign2008/index.html “I Have a Dream” (1130L) http://www.americanrhetoric.com/speeches/mlkihadream.htm</p> <p>Argumentative Writing:</p>		
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	<p>the audience's knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> •analyze 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. •establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1) <p>ELA.12.W.C9.2 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.</p> <ul style="list-style-type: none"> •introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which 				<p>essay.</p> <p><u>Lesson 4: PSA—“Know Your Future”</u></p> <p>In this lesson students will investigate a career of their choice and create a public service announcement to familiarize others with what it takes to be successful in that career. Students will read articles such as “Your Skills Should be Transferable”, “The Best Job for You,” and “Reach for the Stars.” They will examine the characteristics of a public service announce and use the research they have done on their career to create one.</p> <p><u>Lesson 5: Analytical Arguments</u> In this lesson, students</p>	<p>http://sitemaker.umich.edu/argument/home</p> <p>http://owl.english.purdue.edu/owl/resource/659/01/</p> <p>http://www.ncte.org/library/NCTEFiles/EJ0996Focus.pdf</p> <p>http://www.wenglishteacher.com/argument.html</p> <p>http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/analyzin</p>		
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	<p>precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> •develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic. •use and evaluate 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. •use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •provide a concluding 				<p>will be using their skills of literary analysis to look at speeches given by presidents and presidential candidates. They will identify the essential characteristics of argumentative writing and be able to use those characteristics in their own piece of argumentative writing.</p>	<p>g-famous-speeches-arguments-30526.html http://www.hs.helena.k12.mt.us/Teacherlinks/Oconnor/persuasion.html</p>		
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	<p>statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS W.11-12.2)</p> <p>ELA.12.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. •engage and orient the reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. •use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. •use and evaluate 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</p>							
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	<p>outcome (e.g., a sense of mystery, suspense, growth or resolution).</p> <ul style="list-style-type: none">•use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.•provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.(CCSS W.11-12.3)							
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Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
<p>Essay Writing: Back to Your Future</p> <p>Unit #5</p> <p>20-25 45-Min Class Periods</p>	<p>ELA.12.W.C9.2 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.</p> <ul style="list-style-type: none"> •introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. •evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge 	<p>I will KNOW:</p> <ul style="list-style-type: none"> *How to collaborate *How to plan, create, and present an age-appropriate media product *How to evaluate peers using various rubrics *How to use technology to create a product <p>I will be ABLE to</p> <ul style="list-style-type: none"> *Develop a group contract *Complete research and investigation to 	<p>How adaptable are your job skills?</p>		<p>Unit 5: Essay Writing: Back to Your Future The teacher (or a time machine conductor) will present each student with a “Ticket” to the past. The ticket entitles the student/group to “travel” to their time period in order to research social, economic, political and gender influences on career choices. In small groups, Seniors will create a media presentation (appropriate for students in grade 8) that reflects how their interests/career skills are marketable in a particular time period. As an</p>	<p>School-based Individuals:</p> <p>Librarian Technical Specialist Guidance Counselor History Teachers School Based Instructional Coach</p> <p>Technology:</p> <p>Internet Access Flip/Video Cameras Digital Voice Recorders Computers Document Camera LCD Projector</p> <p>Community:</p> <p>County Librarians</p>	<p>Written Communication</p> <p>12th Grade Informative Writing Instructional Rubric</p> <p>Research Rubric</p> <p>Practice Presentations</p> <p>Practice Presentation</p> <p>Note Check Checklist</p> <p>Checklists/Observations</p> <p>Group Contract Checklist</p> <p>Time Traveler’s Checklist</p> <p>Collaboration Rubric</p> <p>Oral</p>	

	<p>of the topic.</p> <ul style="list-style-type: none"> •use and evaluate 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. •use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. •establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •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). <p>ELA.12.W.C9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> •engage and orient the 	<p>solve problem presented to the group</p> <ul style="list-style-type: none"> *Plan, develop, and present an age-appropriate media product *Rehearse/practice presentation on media product *Answer questions for age-appropriate media presentation *Collaborate with team members *Complete self-assessment of the project *Assess success of the project as a whole *Create Time Traveler's Log *Write Informative/Explanatory Essay 			<p>individual product, students will write a 2 page informative essay discussing their own skills and complete a Time Traveler's Log that displays the information they found in their research. The skill focus is on essay writing.</p>	<p>(local libraries) Job Training and service personnel</p> <p>Materials: Back to Your Future Assignment Sheet 12th Grade Informative Speaking Instructional Rubric Research Rubric Collaboration Rubric 12th Grade Informative Writing Instructional Rubric Note Check Checklist Peer Review Checklist Group Contract Checklist Time Traveler's Checklist Self-Reflection on Learning Appendix C</p>	<p>Communication Presentation Rubric</p> <p>Peer Evaluation Peer Review Checklist</p> <p>Self-Reflection on Learning</p>	
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	<p>reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> •use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. •use and evaluate 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). •use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences events, setting and/or characters. •provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative <p>ELA.12.W.C10.2 Develop and strengthen writing as needed by planning,</p>					<p>Websites: http://kclibrary.lonestar.edu/decades.html - American cultural history</p> <p>http://owl.english.purdue.edu/owl/search.php - Source for MLA, APA, and Chicago Style sheets http://wvde.state.wv.us/teach21/Appendices/totheCCS.html</p>		
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	<p>revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>ELA.12.W.C10.3 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.</p> <p>ELA.12.W.C11.2 Gather and synthesize 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.</p> <p>ELA.12.W.C11.3 Draw evidence from literary or informational texts to</p>							
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	<p>support analysis, reflection and research.</p> <ul style="list-style-type: none">•apply grade 12 Reading objectives to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).•apply grade 12 Reading objectives to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and</p>							
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	<p>issues, building on others' ideas and expressing their own clearly and persuasively. •come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>•work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles.</p> <p>•propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>•respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when</p>							
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	<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>ELA.12.SL.C13.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively orally) in order to make informed decisions.</p> <p>ELA.12.SL.C13.3 Evaluate a speaker's point of view, reasoning and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers.</p>							
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Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
<p>Literary Analysis Part A: Aren't You the Shrewd One?</p> <p>Unit #6</p> <p>20-25 45-Min Class Periods</p>	<p>ELA.12.R.C3.1 Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>I will KNOW</p> <p>*Words and phrases have figurative and connotative meanings.</p> <p>*Author/director choice impacts how elements of the story develop and relate.</p> <p>*Author/director choice of structure impacts the meaning as well as the aesthetic impact.</p> <p>I will UNDERSTAND</p> <p>*Being prepared stimulates a</p>	<p>How do different artists (authors, playwrights, directors, etc.) interpret source text?</p>	<p>Students will determine the meaning of words and phrases as they are used in Taming of the Shrew through a variety of vocabulary strategies. Students will demonstrate their acquisition of those words through incorporation in class discussions and various writing activities. Vocabulary</p>	<p>Lesson 1: Aren't You a Shrewd One? Students will read Shakespeare's Taming of the Shrew and then watch a film adaptation of the play to determine how the filmmaker interpreted the source text. At the end of the lesson, students will work collaboratively to perform their own interpretation of the source text.</p>	<p>Taming of the Shrew text http://www.gutenberg.org/ebooks/1107</p> <p>Choice of one of the following films: <i>10 Things I Hate About You</i> <i>Kiss Me, Kate</i> <i>McClintock</i></p> <p>Taming of the Shrew Placemat Text Dependent Questions Step by Step Process Taming of the Shrew Rubric 12th Grade Argumentative Writing</p>	<p>Written Argumentative Communication 12th Grade Argumentative Writing Rubric</p> <p>Taming of the Shrew Rubric</p> <p>Discussion</p> <p>Journal Writing/Learning Log</p> <p>Practice presentations</p>	

		<p>thoughtful, well-reasoned exchange of ideas.</p> <p>*How word choice impacts the reader/listener.</p> <p>I will be ABLE to</p> <p>*Initiate collaborative discussions with diverse partners.</p> <p>*Participate effectively in collaborative discussions with diverse partners.</p> <p>*Analyze multiple interpretations of a drama.</p>		<p>instruction in this part of the unit focuses on teacher and student selected vocabulary. As students read and annotate the various texts, they will identify unknown words for which they are unable to illicit the definition through contextual clues. Following the teacher reading of the text, the students will share vocabulary about which they have questions and the teacher will incorporate a discussion of identified</p>		<p><u>Instructional Rubric</u></p>		
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				<p>words that 40% of students are unfamiliar with during the text dependent questioning activity. The teacher may facilitate students' understanding of chosen words using context clues, reference materials or root analysis. The teacher may opt to use additional vocabulary strategies that can be found on Teach 21.</p>				
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<p>Literary Analysis Part B: Don't Know Much About History</p> <p>Unit #7</p> <p>20-25 45-Min Class Periods</p>	<p>ELA.12.R.C1.2 Determine two or more themes or central ideas of a literary 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 and critical analysis of the literary text.</p> <p>ELA.12.R.C2.1 Determine the meaning of words and phrases as they are used in a variety of literary texts, 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.)</p>	<p>I will KNOW</p> <p>*How to do a close read</p> <p>I will be ABLE to</p> <p>*Conduct research</p> <p>*Work Collaboratively</p> <p>*Write a literary analysis</p> <p>*Create a media Presentation</p> <p>*Film and Edit</p> <p>Reflection</p> <p>Debriefing</p>	How does history manifest itself in literary themes?	<p>Specify</p> <p>Technique</p> <p>Compensate</p> <p>Arbitrary</p> <p>Random</p> <p>Suffice</p> <p>Verify</p> <p>Perspective</p> <p>Pertinent</p> <p>Evaluate</p> <p>Feasible</p> <p>Passive</p> <p>simultaneous</p> <p>Component</p> <p>Formulate</p> <p>Magnitude</p> <p>Ultimate</p>	<p>Unit 7: Literary Analysis Part B: Don't Know Much About History</p> <p>Students often do not make the connections between historical events and themes in literature. In a lesson designed to teach the foundational works of American literature in the eighteenth-, nineteenth- and early-twentieth-centuries, students will work in groups to research the time periods, read a variety of literature focusing on two or more themes or central ideas, and collaborate to create a media presentation. The</p>	<p>School-based Individuals:</p> <p>Librarian</p> <p>History teachers</p> <p>Technology Integration Specialist (some areas)</p> <p>Literary Coaches (some areas)</p> <p>Technology:</p> <p>Flip cameras</p> <p>Computers and Internet</p> <p>Voice Recorders</p> <p>Document camera (ELMO)</p> <p>Community:</p> <p>Local Libraries</p> <p>Historical Society</p>	<p>Written Communication</p> <p>Analytical Essay Rubric</p> <p>Appropriateness of Sources Rubric</p> <p>Oral Communication</p> <p>Presentation Rubric</p> <p>Collaboration</p> <p>End-of-Project Reflection</p>	

	<p>ELA.12.R.C2.3 Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).</p> <p>ELA.12.R.C3.2 Demonstrate a deep knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.</p> <p>ELA.12.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection and research. ·apply grade 12 Reading objectives to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar</p>				<p>presentation should focus on educating other students on the literature and history of the assigned century.</p>	<p>Materials: Memo Collaboration Rubric Analytical Essay Rubric Appropriateness of Sources Rubric Presentation Rubric Close Reading Guide Analytical Essay Edutube Contract End-of-Project Reflection Readings for Essay Writing Module http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html - This website provides directions for close reading. http://owl.english.purdue.edu/owl/resource/747/01/ -</p>		
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	<p>themes or topics”).</p> <ul style="list-style-type: none"> ·apply grade 12 Reading objectives to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). <p>ELA.12.W.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> ·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. <p>ELA.12.W.C17.2 Demonstrate understanding of</p>					<p>Owl Purdue website provides citation and research information.</p>		
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	<p>figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">·interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.·analyze nuances in the meaning of words with similar denotations.							
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Research Writing: Past - Forward to the Future Unit #8 14-18 45-Min Class Periods	ELA.12.R.C1.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the text leaves matters uncertain. ELA.12.R.C3.3 Integrate, evaluate and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) in order to solve a problem. ELA.12.R.C3.4 Delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents)	I will KNOW *How to conduct research *How to gather relevant information *How to analyze informative documents *How to draw supporting evidence from texts *How to cite textual evidence *How to integrate, evaluate and synthesize multiple sources of	How is the past influencing your future?	Criterion Hypothesis Fluctuate Innovation Respective Subsequent Benevolent Malign Abstraction Coherent Emanate Impervious Succumb Transitory Empirical Entity	Unit 8: Research Writing: Past - Forward to the Future Using seventeenth, eighteenth, nineteenth, twentieth, and twenty-first century United States documents, students will work together to gather, analyze, integrate, evaluate, and synthesize information to ascertain the effect the information gleaned has on today's society and their future lives. Students will create a presentation using digital media to share their information. As individuals, students will write an abstract for a	School-based Individuals: Social Studies Teachers Language Arts Teachers Library/Media Specialist Technology Integration Specialist School Counselor Technology: Computers with Internet access Computers with word processing software Computers with presentation software Computer hooked to projector	Collaboration Presentation Rubric Discussion Checklists/Observations – Abstract Checklist Practice Presentations – Presentation Rubric	

	<p>and the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>ELA.12.R.C3.5 Analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes and rhetorical features and current relevancy.</p> <p>ELA.12.W.C12.1 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.</p> <p>ELA.12.SL.C13.3 Evaluate points of view, reasoning and uses of evidence and rhetoric in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers.</p> <p>ELA.12.SL.C14.3 Adapt</p>	<p>information</p> <ul style="list-style-type: none"> *How to participate in collaborative discussions *How to write abstracts *How to adapt speech to context and task *How to apply knowledge of language *How to present information *How to use digital media <p>I will be ABLE to:</p> <ul style="list-style-type: none"> *Conduct research *Gather relevant information *Analyze information *Draw 			<p>seminal United States informational text from each century.</p>	<p>http://www.youtube.com/watch?v=GnCps4GHGmY – This site has an excerpt of John F. Kennedy commencement address to the American University Class of 1963. Some websites students might use to locate seminal U.S. documents and foundational U.S. informational documents from each century include the following: http://www.nytimes.com/interactive/2009/01/17/washington/20090117_ADDRESS_S.html - This site highlights the most used words in each</p>		
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	<p>speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>ELA.12.L.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> -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. -Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). -Consult general and specialized reference 	<p>supporting evidence from texts</p> <ul style="list-style-type: none"> *Cite textual evidence *Integrate, evaluate, and synthesize multiple sources of information *Participate in collaborative discussions *Write abstracts *Adapt speech to context and task *Apply knowledge of language *Present information using digital media 				<p>inaugural address.</p> <p>http://avalon.law.yale.edu/subject_menus/inaug.asp - This site links to presidential inaugural addresses as well as other important documents organized by century.</p> <p>http://millercenter.org/scripts/archive/speeches - This site offers transcripts of the most important presidential speeches. The audio and video presentations of some of the speeches are available.</p> <p>http://www.law.cornell.edu/supct/cases/topic.htm - This site organizes historic Supreme Court</p>		
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	<p>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.</p> <p>-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).</p> <p>ELA.12.L.C17.3 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.</p>					<p>decisions by topic.</p> <p>http://www.digitalthistory.uh.edu/supreme_court/supreme_court.cfm</p> <p>- This site permits searching for historic Supreme Court decisions by case, year or key term.</p> <p>http://www.foundingfathers.info/federalistpapers/federalistpapers/federalistpapers.htm - This site links to The Federalist Papers by number.</p> <p>http://history.state.gov/historicaldocuments/status-of-the-series - This site links to recently released historical documents.</p> <p>http://www.constitution.org/consprin.htm - This site</p>		
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						<p>provides a Declaration of Constitutional Principles in modern language.</p> <p>Community: Local historian or members of the historical society Local judge Local librarian Local visionaries</p> <p>Materials: Electronic and non-electronic informational resources US Seminal Documents</p> <p>Abstract Checklist Discussion Checklist Peer Review Checklist Collaboration Rubric Presentation Rubric</p>		
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Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
Community Service: Save the Future Unit #9 25-30 45- Min Class Periods	ELA.12.W.C10.1 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 objectives in Text Types and Purposes.) (CCSS W.11-12.4) ELA.12.W.C10.2 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 all Language objectives up to and including grade 12.) (CCSS W.11-12.5) ELA.12.W.C10.3 Use technology, including the	I will KNOW: *How to collaborate *How to conduct research that shapes and informs the project *How to communicate effectively in different situations *How the role of individuals can impact the community I will be ABLE to: *Complete a service project with autonomy	How does helping others help me?	Assume Identify Conclude Alternative Consist Contribute Definite Distinct Evident Expand Indicate Individual Initial Intense Major Method	Unit 9: Community Service: Save the Future Under the guidance of the teacher, seniors will develop a culminating project that demonstrates their understanding of the importance of being a well-rounded individual. This will result in a community or school service project that students will ultimately use to complete their senior portfolios, ideally making them more desirable candidates for post-secondary school work or schooling. As a group, seniors will write a project proposal as well as create a media	School-based Individuals: Librarian Technical Integrated Specialist Guidance Counselor Club/Organiz ation Advisers Technology: Internet Access Flip/Video Cameras Digital Cameras Computers LCD Projector Telephones Community: Community/lo cal business resources as needed and deemed appropriate to	Collaboration Collaboration Rubric Oral Communication PowerPoint Rubric Self-Evaluation Self-Reflection on Learning Other Appropriatenes of Sources Rubric Checklists/Obser vations Service Project Proposal Checklist Group Contract Checklist	

	<p>Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS W.11-12.6)</p> <p>ELA.12.W.C11.1 Conduct 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 W.11-12.7)</p> <p>ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. •come to discussions prepared, having read and researched material under study; explicitly draw on</p>	<p>*Write a professional group contract and adhere to the contract</p> <p>*Write a professional project proposal</p> <p>*Create a professional media presentation</p> <p>*Write a polished reflective narrative about the project experience</p>			<p>presentation representative of the proposal. As an individual product, students will write a reflection, assessing what they learned from using their skills to contribute to their community.</p>	<p>student projects.</p> <p>Materials: Save the Future Launch Viewing Guide Save the Future PBL Project Handout PowerPoint Rubric Service Project Proposal Handout Service Project Proposal Checklist Team Contract Template Group Contract Checklist Self-Reflection on Learning Appropriateness of Sources Rubric Collaboration Rubric WVDE 11th Writing</p>		
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	<p>that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none">•work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.•propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.•respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>(CCSS SL.11-12.1)</p>					<p>Rubric Ten Telephone Tips Introduction Letter</p>		
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	<p>ELA.12.SL.C13.2 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 analyzing any discrepancies among the data. (CCSS SL.11-12.2)</p> <p>ELA.12.SL.C14.1 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 determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)</p> <p>ELA.12.SL.C14.2 Make strategic and engaging use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance</p>							
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	understanding of findings, reasoning and evidence and to add interest. (CCSS SL.11-12.5)							
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Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self – Reflection
Portfolio Presentation: The Real World Unit #10 15-20 45-Min Class Periods	<p>ELA.12.W.C10.1 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 objectives in Text Types and Purposes.) (CCSS W.11-12.4)</p> <p>ELA.12.W.C10.2 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 all Language objectives up to and including grade 12.) (CCSS W.11-12.5)</p> <p>ELA.12.W.C10.3 Use technology, including the</p>	<p>I will KNOW:</p> <p>*How to build a portfolio that reflects skills and professionalism</p> <p>*Knows how to market himself/herself professional on a resume</p> <p>*Knows how the technology can help or hurt when applying for a job</p> <p>*Knows how to manage the anxiety in apprehension that may arise before a vital interview</p> <p>I will UNDERSTAND</p>	<p>How does a portfolio sell you?</p> <p>What skills are necessary and how do I showcase them?</p> <p>How do I assemble a meaningful portfolio?</p> <p>How do I present effectively?</p>	<p>Publish</p> <p>Structure</p> <p>Emphasize</p> <p>Illustrate</p> <p>Exaggerate</p> <p>Approximate</p> <p>Complicate</p> <p>Modify</p> <p>Tradition</p> <p>Transmit</p> <p>Restrict</p> <p>Negative</p> <p>Convert</p> <p>Consequence</p> <p>Impact</p> <p>Potential</p> <p>Precise</p>	<p><u>Lesson 1: Selection, Collection, and Reflection</u> During this lesson, students will select artifacts they have collected during this course perhaps in their working portfolios and reflect on how the artifacts they choose to include in their individual portfolios demonstrate progress toward college and career readiness.</p> <p><u>Lesson 2: Creating a Résumé and Polishing a Cover Letter</u> During this lesson, students will create a résumé and polish the cover letter they created in the</p>	<p>Reading material for Daily Sustained Silent Reading</p> <p>Kelly Gallagher's Resources Article of the Week http://kellygallagher.org/resources/article_s.html - This site offers articles Gallagher has used in his classroom, so teachers can see how</p> <p>Article of Week works. Teach21 Strategy Bank Vocabulary http://wvde.state.wv.us/strategybank/voc</p>	<p>Collaboration <u>WVDE Collaboration Rubric</u></p> <p>Written Communication</p> <ul style="list-style-type: none"> <input type="radio"/> Argumentative/Opinion <input type="radio"/> Informational <input type="radio"/> Narrative <p><u>Twelfth Grade Instructional Argumentative Writing Rubric</u>,</p> <p>Oral Communication Speaking and Listening <u>Twelfth Grade Instructional Speaking Rubric</u></p>	

	<p>Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS W.11-12.6)</p> <p>ELA.12.SL.C13.2 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 analyzing any discrepancies among the data. (CCSS SL.11-12.2)</p> <p>ELA.12.SL.C14.1 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 determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS</p>	<p>*The competitiveness of the global job market</p> <p>*The portfolio is a professional reflections of himself/herself</p> <p>*The importance of oral communication when presenting a portfolio and an interview</p> <p>I will be ABLE to:</p> <p>*Complete a résumé</p> <p>*Write a letter of application</p> <p>*Successfully complete a mock interview</p> <p>*Evaluate portfolio components</p> <p>*Organize a well-constructed</p>			<p>Sentence Writing module. Students will put the résumé and cover letter in their portfolios as well as their reflections about their résumés.</p> <p><u>Lesson 3: Completing a Job Application</u> During this lesson, students will complete a job application. Students will put the job application in their portfolios as well as their reflections about their résumés.</p> <p><u>Lesson 4: Conferencing with the Teacher</u> During this lesson, students will conference with the teacher by presenting their individual portfolios, so the teacher can determine the student's progress toward the college and career readiness standards. When not in conference</p>	<p><u>abulary.html</u> – This site offers a variety of vocabulary strategies to use to explicitly teach vocabulary. <u>http://www.youtube.com/watch?v=DU_zM3HLCUU</u> – This site connects to a clip from the movie Legally Blonde. <u>http://www.educationworld.com/a_tech/tech/tech111.shtml</u> - This site connects to the article “Using Technology/Electronic Portfolios in the K-12 Classroom.” College and Career Readiness Standards <u>Twelfth Grade Instructional Argumentati</u></p>		
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	<p>SL.11-12.4)</p> <p>ELA.12.SL.C14.2 Make strategic and engaging 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. (CCSS SL.11-12.5)</p> <p>ELA.12.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 12 Language objectives for specific expectations.) * (CCSS SL.11-12.6)</p> <p>ELA.12.L.C17.3 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</p>	<p>portfolio</p> <p>*Submit a portfolio for consideration.</p>			<p>with the teacher, students will work on their portfolio presentations.</p> <p>Lesson 5: Presenting the Portfolio During this lesson, students will present their individual portfolios, and panelists will interview the students.</p> <p>Lesson 6: Debriefing the Unit During this lesson, students will debrief the unit and reflect on their learning.</p>	<p>ve Writing Rubric Twelfth Grade Instructional Speaking Rubric WVDE Collaboration Rubric</p> <p>Working Portfolio Final Portfolio</p>		
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	comprehension or expression. * (CCSS L.11-12.6)							
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