



# Ganado Unified School District (English 11/American Literature)

## PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>1<sup>st</sup> Quarter</b> 2.5 weeks (August)</p> <p>Text book, coyote stories, parents, grandparents, internet, word processing</p>	<p><b>Unit 1: Our Past helps us find ourselves: Native American Creation Stories</b></p> <p><b>Reading Literature: Key Idea and Details</b> 11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>(11-12.RL.3)</b></p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <b>(11-12.RL.7)</b></p> <p><b>Writing: Text types and purposes</b></p>	<p>How are cultures from different places similar?</p> <p>Why are cultures similar? Why different?</p> <p>How do we identify with them?</p> <p>Evaluation DOK3 Strategic Thinking Analyze: DOK1 Create 2</p>	<ul style="list-style-type: none"> <li>I will read for understanding of plot, theme, symbols and literary elements.</li> <li>I will categorize the characters and themes into groups</li> <li>I will use the text to cite examples when I explain my ideas</li> <li>I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme</li> <li>I will understand the author's choices of style and structure</li> <li>I will explain why the structure of a story impacts the story</li> <li>I will contrast the elements of the story with other stories</li> <li>I will choose a protagonist, antagonist, and an event/conflict for my story</li> <li>I will pace/plot my story on a story line</li> <li>I will begin drafting my story</li> <li>I will edit my story with a partner for powerful and precise words, for correct sentence structure and grammar</li> </ul>	<p>Creation story</p> <p>Origin</p> <p>Storyteller</p> <p>Oral tradition</p> <p>Support</p> <p>Illustrate</p> <p>Elucidate</p> <p>Transition</p> <p>Translate</p> <p>Citation</p>

	<p><b>11-12. W.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use 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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> <li>• I will draft a second and third draft of my story</li> <li>• I will publish my final draft of my story</li> </ul>	
<p>1<sup>st</sup> quarter 4-5 weeks</p> <p>Textbook/play book, movie: <i>The Crucible</i>, <i>The Majestic</i>, websites, webquest, teacher's guide,</p>	<p><b>Unit 2: Stop! Think! Read between the lines!</b> <b>The Crucible</b></p> <p><b>11-12. Reading Literature.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>11-12. Reading Literature.2.</b> Determine two or more themes or central ideas of a text and</p>	<p>How do you read between the lines of a story to what the writer is really saying?</p> <p>Why do people tell lies about each other to get back at each other?</p>	<ul style="list-style-type: none"> <li>• I will read for understanding of plot, and literary elements and plot it in a graphic organizer</li> <li>• I will discuss the themes and symbols of the story</li> <li>• I will apply the story to other uses- where do I see this other places</li> <li>• I will categorize the characters into groups, and the relationships between those characters</li> <li>• I will use the text to cite examples when I explain my ideas</li> </ul>	<p>Allegory</p> <p>Deceit</p> <p>Rumor</p> <p>Witch-hunt</p> <p>Integrity</p>

<p>computer, projector</p>	<p>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 summary of the text.</p> <p><b>11-12 Reading Literature.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>11-12 Reading Literature.6.</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>11-12 Reading Informational Texts. 7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>11-12 Writing.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the</li> </ol>	<p>How do you stay true to your beliefs when your life is at stake?</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p> 	<ul style="list-style-type: none"> <li>I will explain my inferences using the text</li> <li>I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme</li> <li>I will create a plot line of events in the story</li> <li>I will summarize each scene/act of the play</li> <li>I will discuss what a theme is and what that means to me</li> <li>I will use graphic organizers to diagram the story and organize my ideas</li> <li>I will create a physical paper chain of textual citations of a theme</li> <li>I will understand why authors choose different ways to explain different things</li> <li>I will discuss in class why a play is more powerful for this topic than reading a story</li> <li>I will rewrite a scene from the play using prose instead of dramatic dialogue</li> <li>I will critique my reaction to the style of the play and compare it to what I know of effective writing styles</li> <li>I will discuss sarcasm, irony, and allegory with a partner and the class</li> <li>I will symbolize an image of irony in my notes with a picture</li> <li>I will list uses of sarcasm/irony in the scene</li> <li>I will explain the use of sarcasm/irony in the scene</li> </ul>	<p>Tragic hero</p> <p>Epiphany</p> <p>Tragic flaw</p> <p>Drama</p> <p>Analyze</p> <p>Metaphor</p> <p>Simile</p> <p>Motif</p>
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	<p>norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>11-12 Writing. 4.</b> 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 standards 1–3 above.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b></p>		<ul style="list-style-type: none"> <li>I will use sarcasm, irony, or understatement in conversation</li> </ul>	
<p>2<sup>nd</sup> quarter 2 weeks October</p> <p>Textbook, copies of Constitution, Declaration of Independence, Common Sense, Patrick Henry’s Speech to the Virginia Convention, computer, projector</p>	<p><b>Unit 3: Building the American Dream?</b></p> <p><b>11-12 Reading Literature.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>11-12 Reading Informational Texts. 7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>11-12 Writing.1.</b> Write arguments to support claims in an analysis of substantive topics or</p>	<p>What created the American Dream?</p> <p>What is the American Dream?</p> <p>How does the American Dream apply to us?</p> <p>How do you read government/legal texts?</p> <p>Why do we care what the founding documents say?</p>	<ul style="list-style-type: none"> <li>I will read informational essays/newspaper articles about the Constitution</li> <li>I will apply/compare that to another era in world history/literature</li> <li>I will understand why authors choose different ways to explain different things</li> <li>I will critique my reaction to the writing style and compare it to what I know of effective writing styles</li> <li>I will introduce my argument and create reasons why I am correct</li> <li>I will keep a formal style while debating, writing my arguments</li> <li>I develop claims that are detailed and supported by textual evidence</li> </ul>	<p>Speech</p> <p>Expository</p> <p>Informative</p> <p>Founding documents</p> <p>Inflammatory</p> <p>Evaluate</p> <p>Analyze</p> <p>Justify</p>



	<p>texts, using valid reasoning and relevant and sufficient evidence.</p> <p>f. 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.</p> <p>g. Develop 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.</p> <p>h. Use 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.</p> <p>j. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>Analyze DOK 3 Strategic Thinking  Evaluation DOK2  Application/Concept  Evaluation DOK3  Strategic Thinking  Creation DOK2/3</p>	<ul style="list-style-type: none"> <li>I will develop an argument that is focused and purposeful to the task at hand</li> </ul>	<p>Support  Argument  validation</p>
<p>2<sup>nd</sup> quarter</p> <p>6 weeks  <u>Huck Finn</u>,  Huck Finn  Teacher's  Guide, <u>Amazing  Stories of  American  History</u>,  computer,  projector,</p>	<p><b>Unit 4: Searching for the Dream?</b>  <b>11-12 Reading Literature.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>(11-12.RL.1)</b>  <b>11-12 Reading Literature.3.</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>How do we know what is the best course of action?</p> <p>Why should we do the right thing when people consider it wrong?</p> <p>Why is Huck banned in many places?</p>	<ul style="list-style-type: none"> <li>I will read for understanding of plot, and literary elements.</li> <li>I will discuss the themes and symbols of the story</li> <li>I will categorize the characters into groups</li> <li>I will use the text to cite examples when I explain my ideas</li> <li>I will explain my inferences using the text</li> <li>I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the</li> </ul>	<p>Satire  Sarcasm  Wit  Picaresque  Banned  Dialect</p>

<p>video on Mark Twain, Huck Finn video Late Oct-December</p>	<p><b>11-12 Reading Literature.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>(11-12.RL.2)</b></p> <p><b>11-12 Reading Informational Texts. 7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>11-12 Writing.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop 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.</li> <li>Use 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.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>Would you ban it? Explain</p> <p>Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<p>visualization of that theme</p> <ul style="list-style-type: none"> <li>I will create a plot line of events in the story</li> <li>I will understand why authors choose different ways to explain different things</li> <li>I will rewrite a scene from the story using drama instead of prose</li> <li>I will develop an argument on my views about a character and use textual support</li> <li>I will introduce my argument and create reasons why I am correct</li> <li>I will read analyses of the text and argue whether I agree or disagree with the ideas.</li> <li>I will read other timely readings that will help explain why Twain wrote the way he did and be able to explain how he did that in the text.</li> </ul>	<p>Dialectic Effective effect Narrative</p>
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**11-12 Writing. 4.** 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 standards 1–3 above. **(AZ.11-12.W.4)**)

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p><b>2nd semester:</b> <b>3rd Quarter:</b> 2-3 weeks January</p> <p>Textbook, handout short stories, computer, projector</p> <p>Dickinson, Thoreau, Emerson, Poe, Key, O’Henry, Crane, Lincoln</p>	<p><b>Unit 5: Growing the American Dream?</b></p> <p><b>11-12 Reading Literature.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>11-12 Reading Informational Texts. 7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>11-12 Writing.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing</p>	<p>How does Naturalism, Romanticism, Transcendentalism reflect the changing American Dream?</p> <p>Why does the American experience change through the ages?</p> <p>How do certain ideals repeat through time?</p> <p>Why does history repeat itself?</p>	<ul style="list-style-type: none"> <li>• I will read informational essays/newspaper articles about the Civil War and Western Expansion</li> <li>• I will apply/compare that to another era in world history/literature</li> <li>• I will understand why authors choose different ways to explain different things</li> <li>• I will discuss in class why a play is more powerful for this topic than reading a story</li> <li>• I will rewrite a scene from the play using prose instead of dramatic dialogue</li> <li>• I will critique my reaction to the style of the play and compare it to what I know of effective writing styles</li> </ul>	<p>Naturalism</p> <p>Romanticism</p> <p>Gothic</p> <p>Transcendentalism</p> <p>Dissect</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p>Assonance</p>

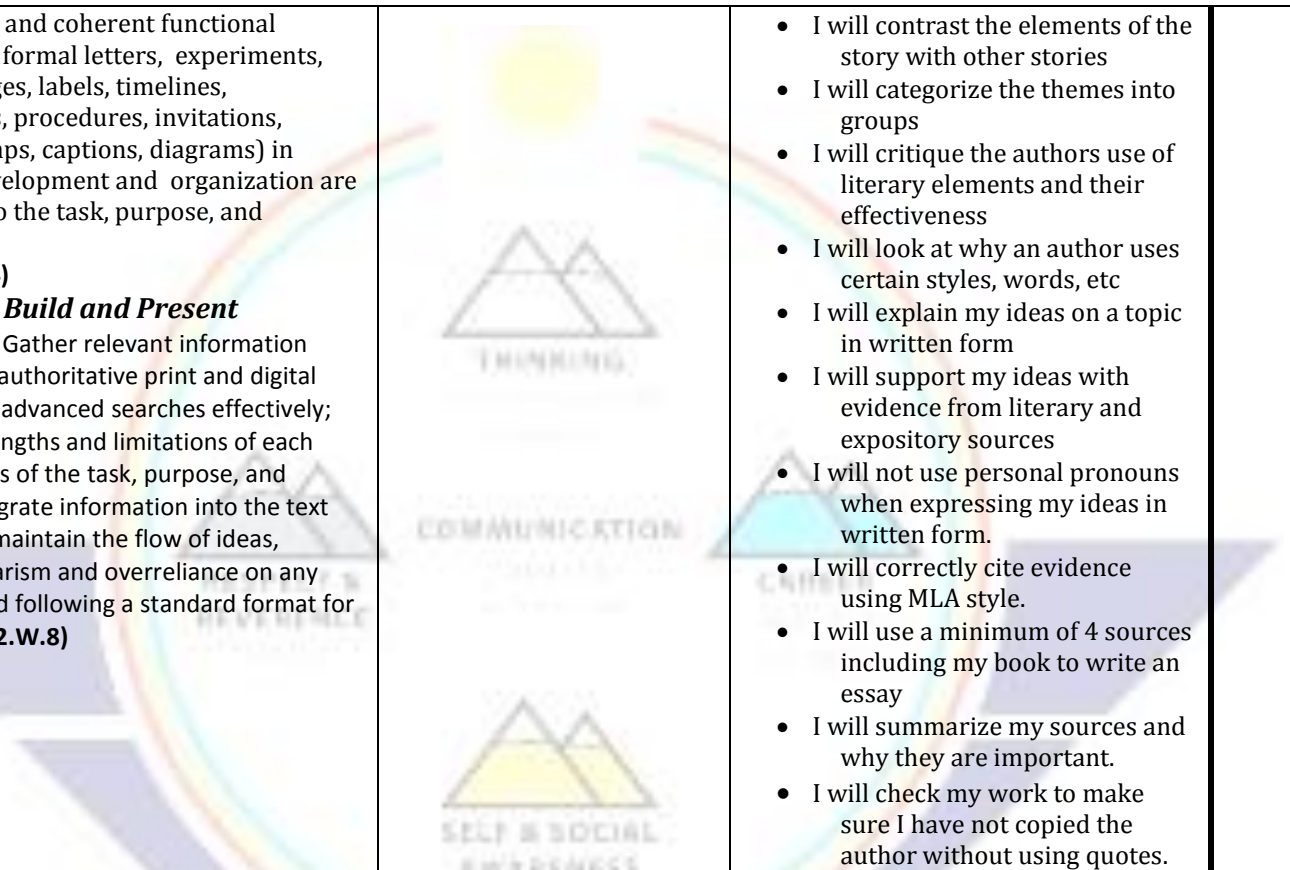
<p>Naturalism Gothic Romance Transcendentalism Romanticism</p>	<p>out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>11-12 Writing. 4.</b> 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 standards 1–3 above.</p> <p>b. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b></p>		<ul style="list-style-type: none"> <li>• I will develop an argument that is focused and purposeful to the task at hand</li> <li>• I will examine my audience and write for them</li> <li>• I will keep a formal style while debating, writing my arguments</li> </ul>	<p>Counterpoint Foil</p>
<p><b>5.6-6 weeks</b> <b><u>The Great Gatsby</u></b>, <b>internet</b> <b>webquest</b>, <b>internet</b>, <b>graphic organizer</b>, <b>word processing</b>, <b>1964 Gatsby version</b>,</p>	<p><b>UNIT 6:</b> <b>Shattering the Dream</b> <b>Reading Literature: Key Idea and Details</b> <b>11-12.RL.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they</p>	<p>What happens when goals/dreams shatter?</p> <p>How do you choose your dreams?</p> <p>What makes a good dream?</p> <p>Is it possible to get back what was lost?</p>	<ul style="list-style-type: none"> <li>• I will read for understanding of plot, and literary elements.</li> <li>• I will discuss the themes and symbols of the story</li> <li>• I will apply the story to other uses</li> <li>• I will categorize the characters into groups</li> <li>• I will use the text to cite examples when I explain my ideas</li> <li>• I will explain my inferences using the text</li> </ul>	<p>Postmodern Jazz age Bootleg 86ing Speakeasy</p>



<p><b>2013 Gatsby version</b></p>	<p>interact and build on one another to produce a complex account; provide an objective summary of the text. <b>(11-12.RL.2)</b>          Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>(11-12.RL.3)</b>  <b>Reading informational Text: Craft and Structure</b>  <b>11.RI.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  <b>Writing: Research to Build and Present Knowledge</b>  <b>11.W. 2</b>          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.              a. 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.              b. 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.</p>	<p>Analyze DOK 3 Strategic Thinking          Evaluation DOK 1 Recall          Evaluation DOK2          Application/Concept          Evaluation DOK3          Strategic Thinking          Creation DOK2/3</p>	<ul style="list-style-type: none"> <li>• I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme</li> <li>• I will create a plot line of events in the story</li> <li>• I will understand the author’s choices of style and structure</li> <li>• I will explain why the structure of a story impacts the story</li> <li>• I will contrast the elements of the story with other stories</li> <li>• I will discuss what a theme is and what that means to me</li> <li>• I will summarize each chapter of the story</li> <li>• I will take Cloze notes on the articles about the Jazz Age</li> <li>• I will analyze the structure of the writing to evaluate effectiveness</li> <li>• I will organize thoughts in a graphic organizer about the author’s arguments</li> <li>• I will identify and explain examples from the text that exemplifies the structure and arguments.</li> <li>• I will research about the Jazz Age, F. Scott Fitzgerald, and related topics</li> <li>• I will explain the significance of prohibition and the Jazz Age</li> <li>• I will research a topic of related issue to prepare for presentation</li> <li>• I will cite evidence from expository texts that will help clarify literary descriptions</li> </ul>	<p>Discrimination          First person shifted focus          Explanatory          Valid          Reliable source</p>
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	<p>Use appropriate and varied transitions and syntax to link the major sections of</p> <p><b>d.</b> 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> <p><b>11-W.7</b> Conduct short as well as more 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.</p> <p><b>11.W.8.</b> Gather relevant information from multiple authoritative print and digital sources,</p>		<ul style="list-style-type: none"> <li>• I will use both literary and expository texts to explain my thoughts.</li> <li>• I will correctly cite evidence using MLA style.</li> <li>• I will use a minimum of 4 sources including my book to write an essay</li> <li>• I will summarize my sources and why they are important.</li> <li>• I will check my work to make sure I have not copied the author without using quotes.</li> </ul>	
<p><b>4<sup>th</sup> Quarter</b> <b>3 weeks</b></p> <p><b>Text, internet, word processing, photographs - depression and war years</b> <b>Short Stories- Hemingway and Steinbeck</b></p>	<p><b>UNIT 7: Struggling with broken dreams</b> <b>Reading Literature: Key Idea and Details</b> <b>11-12.RL.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>(11-12.RL.3)</b> <b>Reading Informational Texts: Key Ideas and Details:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>(11-12.RI.1)</b></p>	<p>How can you analyze a text when there aren’t words?</p> <p>What story is being told in a picture?</p> <p>How do you read a picture?</p> <p>Why are pictures worth “a thousand words”?</p>	<ul style="list-style-type: none"> <li>• I will “read” for understanding of plot, and literary elements.</li> <li>• I will discuss the themes and symbols of the picture</li> <li>• I will apply the picture to other uses</li> <li>• I will use the text to cite examples when I explain my ideas</li> <li>• I will explain my inferences using the text story and use citation to support the visualization of that theme</li> <li>• I will understand the author’s choices of style and structure</li> <li>• I will explain why the structure of a story impacts the picture</li> <li>• I will contrast the elements of the story with other stories</li> <li>• I will critique the author’s effectiveness</li> </ul>	<p>Foreground</p> <p>Background</p> <p>Rule of 3rds</p> <p>Contrast</p> <p>Depression</p> <p>Dust bowl</p> <p>War theater</p> <p>Perception</p> <p>Perspective</p>

	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>(11-12.RI.3)</b></p> <p><b><i>Craft and Structure:</i></b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>(11-12.RI.5)</b></p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>(11-12.RI.6)</b></p>		<ul style="list-style-type: none"> <li>• I will summarize the author’s message in speeches, photographs, letters and expository texts.</li> <li>• I will analyze and explain why the particular structure was needed and explain in writing and verbal form</li> <li>• I will diagram the structure and it’s purpose</li> <li>• I will analyze the organization of arguments by putting it in organizer form and explaining how it is effective</li> </ul>	<p>Horizon</p> <p>Focal point</p>
<p><b>4th Quarter</b></p> <p><b>3.5 weeks</b></p> <p><b>(May)</b></p> <p><b><u>Bless Me</u></b> <b><u>Ultima,</u></b> <b><u>The Things</u></b> <b><u>they</u></b> <b><u>Carried,</u></b> <b><u>Ceremony,</u></b> <b><u>Carmelita</u></b> <b>internet,</b> <b>webs, word</b> <b>processing</b></p>	<p><b>UNIT 8: Building a new dream:</b> <b>Multicultural</b></p> <p><b><i>Reading Literature: Key Idea and Details</i></b></p> <p><b>11-12.RL.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>(11-12.RL.3)</b></p> <p><b><i>Writing: Text types and purposes</i></b></p> <p><b>11-12. W.4</b> 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 standards 1–3 above. <b>(11-12.W.4)</b></p>	<p>How are our dreams/goals the same/different across cultures?</p> <p>Why are goals/dreams influenced by where we come from?</p>	<ul style="list-style-type: none"> <li>• I will read for understanding of plot, and literary elements.</li> <li>• I will discuss the themes and symbols of the story</li> <li>• I will apply the story to other uses</li> <li>• I will categorize the characters into groups</li> <li>• I will use the text to cite examples when I explain my ideas</li> <li>• I will explain my inferences using the text</li> <li>• I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme</li> <li>• I will understand the author’s choices of style and structure</li> <li>• I will explain why the structure of a story impacts the story</li> </ul>	<p>Multicultural</p> <p>Ethnic</p> <p>Literary circle</p> <p>Personal narration</p> <p>Autobiographical</p>

	<p>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</p> <p><b>(AZ.11-12.W.4)</b></p> <p><b><i>Research to Build and Present Knowledge:</i></b> 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 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. <b>(11-12.W.8)</b></p>		<ul style="list-style-type: none"> <li>• I will contrast the elements of the story with other stories</li> <li>• I will categorize the themes into groups</li> <li>• I will critique the authors use of literary elements and their effectiveness</li> <li>• I will look at why an author uses certain styles, words, etc</li> <li>• I will explain my ideas on a topic in written form</li> <li>• I will support my ideas with evidence from literary and expository sources</li> <li>• I will not use personal pronouns when expressing my ideas in written form.</li> <li>• I will correctly cite evidence using MLA style.</li> <li>• I will use a minimum of 4 sources including my book to write an essay</li> <li>• I will summarize my sources and why they are important.</li> <li>• I will check my work to make sure I have not copied the author without using quotes.</li> </ul>	
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