Unwrapping the Standards

**Content Area:** English 11 **Completed By:**  A. Yetterboe

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| **ESSENTIAL STANDARD:****Reading****Unit 1—RI.11-12.1--** **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.****Unit 2—RL.11-12.1--** **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.****Unit 3—RI.11-12.2--** **Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.****Unit 4—RL.11-12.2--** **Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.****Unit 5—RL.11-12.10--** **By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.****Unit 6—RL.11-12.3--** **Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.** |
| **Skills and Concepts** |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| Unit 1- Listen activelyClarify by asking questionsMonitor understandingInteract and share ideasUnit 2-Students will deepen their perspective of individualism in American society by reading various pieces.Unit 3-Students will deepen their perspective on the literature of protest and changeUnit 4-Students will deepen their understanding of the importance of place by reading various pieces.Unit 5-Students will deepen their understanding of forgiveness by reading a variety of pieces.Unit 6-Students will deepen their understanding of the human condition by reading a variety of pieces. | Unit 1- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. Unit 2-- Read a variety of texts to gain the knowledge and insight needed to write about individualism.Unit 3-- Read a variety of texts to gain the knowledge and insight needed to write about the protest for change.Unit 4-- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place in literatureUnit 5-- Read a variety of texts to gain the knowledge and insight needed to write about the effect of fear on history.Unit 6-- Read a variety of texts to gain the knowledge and insight needed to write about conflict and destruction and their effects on society. | Unit 1—Skills and Concepts (DOK 2)Unit 2—Marzano --Level 1: RetrievalUnit 3—Strategic thinking /complex reasoning (DOK 3)Unit 4—Bloom’s—Applying, AnalyzingUnit 5—Marzano-- Level 3: AnalysisUnit 6--Extended thinking/reasoning (DOK 4) |
| ACADEMIC Vocabulary:1. confirm, demonstrate, supplement, establish, conviction2. significant, incident, unique, sequence, impact3. informative, motivate, reflect, foundation, inquire, verbatim, deduction, specific4. analyze, subordinate, literal, determine, trivialize5. assert, relevant, certify, immutable, definitive6. colloquial, protagonist, tension, resolution, epiphany |

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| **Bloom’s Taxonomy** | **Marzano’s Taxonomy** | **Webb’s Depth of Knowledge** |
| * Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating
 |  Level 1: Retrieval Level 2: Comprehension Level 3: Analysis Level 4: Knowledge utilization Level 5: Metacognition Level 6: Self-System thinking | * Recall and reproduction (DOK 1)
* Skills and Concepts (DOK 2)
* Strategic thinking/complex reasoning (DOK 3)
* Extended thinking/reasoning (DOK 4)
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| **Essential Standard:****Writing****Unit 1—W.11-12.1--** **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.****Unit 2—W.11-12.3--** **Write narratives to develop real or imagined experiences or events using effective technique, well‐chosen details, and well‐structured event sequences.****Unit 3—W.11-12.2--** **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.****Unit 4—W.11-12.10--** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.****Unit 5—W.11-12.4--** **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.)****Unit 6—W.11-12.5--** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.** |
| **Skills and Concepts** |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| Unit 1- the effect of propaganda on history.Unit 2- choose language to express their ideasUnit 3-the effects of war on societyUnit 4-become aware of regional differences and similaritiesUnit 5-detail elements of fear and hypocrisy in a playUnit 6-determine how stressful situations bring out the worst and best in people. | Unit 1—write an argument supporting a facet of the Declaration of IndependenceUnit 2-write a narrative that shows they are unique individualsUnit 3- write an informative essay on some facet of the Civil WarUnit 4-write a comparison essay about two stories, movies, or books, focusing on regional details.Unit 5-write an argument essay discussing the motives of characters in the playUnit 6-write a fictional narrative discussing the character of people revealed in stressful situations | Unit 1—Skills and Concepts (DOK 2)Unit 2—Marzano --Level 1: RetrievalUnit 3—Strategic thinking /complex reasoning (DOK 3)Unit 4—Bloom’s—Applying, AnalyzingUnit 5—Marzano-- Level 3: AnalysisUnit 6--Extended thinking/reasoning (DOK 4) |
| ACADEMIC Vocabulary:1. first draft, prompt, peer reviews, reflect2. narrative, blog post, evaluate, revise3. nonfiction, informative, sources4. explanatory, regional details, thematic5. hysteria, evidence, defending a position6. conflict, story chart, characterization |

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| **ESSENTIAL STANDARD:****Language****Unit 1—11-12.L.1--** **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.****Unit 2—11-12.L.2--** **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.****Unit 3—11-12.L.3--** **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.****Unit 4—11-12.L.4--** **Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.****Unit 5—11-12.L.5--** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.****Unit 6—11-12.L.6--** **Acquire and use accurately general academic and domain‐specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.** |
| **Skills and Concepts** |
| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| Unit 1-apply understanding that usage is a matter of conventionUnit 2-demonstate command of conventions of capitalization, punctuation and spellingUnit 3-demonstrate how language functions in different contextsUnit 4-clarify the meaning of words through contextUnit 5-understand figurative languageUnit 6-use academic and domain-specific words correctly | Unit 1-resolve issues of complex or contested usage, consulting reference sourcesUnit 2-use hyphenation and spelling correctlyUnit 3-vary syntax in writingUnit 4-use context as a clue to determine the meaning of a wordUnit 5-interpret figures of speech in literatureUnit 6-become college ready by demonstrating independence in word choice | Unit 1—Skills and Concepts (DOK 2)Unit 2—Marzano --Level 1: RetrievalUnit 3—Strategic thinking /complex reasoning (DOK 3)Unit 4—Bloom’s—Applying, AnalyzingUnit 5—Marzano-- Level 3: AnalysisUnit 6--Extended thinking/reasoning (DOK 4) |
| ACADEMIC Vocabulary:1. conventions, hyphen2.capitalization, punctuation, spelling3.syntax4.word choice, difficult pairs of words5.hyperbole, paradox, simile, metaphor6.expression, voice |

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| **ESSENTIAL STANDARD:****Unit 3—Speaking/Listening –11-12.SL.4--** **Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.****Unit 6—Speaking/Listening—11-12.SL.5--** **Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.** |
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| 1. Students will know…(the concepts that support the standard) | 2. And be able to….(the skills students are able to demonstrate after instruction) | 3. Level of thinking (from one of the 3 frameworks listed on below) |
| 3. evaluate the strength of evidence in an explanatory topic6. evaluate the strength of their narrative | 3. form an explanatory topic into an oral presentation or podcast6. tell a narrative story orally or through a podcast | Unit 1—Skills and Concepts (DOK 2)Unit 2—Marzano --Level 1: RetrievalUnit 3—Strategic thinking /complex reasoning (DOK 3)Unit 4—Bloom’s—Applying, AnalyzingUnit 5—Marzano-- Level 3: AnalysisUnit 6--Extended thinking/reasoning (DOK 4) |
| Vocabulary3. podcast, Google slides6. collaborate : |

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