

Summit Public Schools
Summit, New Jersey
Grade Level: 11-12 / Content Area: English
Length of Course: Semester

Creative Writing II

Course Description: Creative Writing II is a one-semester course for those students who wish to continue exploring writing and publishing fiction. The course is open to those students who have successfully completed Creative Writing I, and it allows the techniques developed in that previous course to be examined at a deeper level. Fiction writing will be longer and more extensively crafted and analyzed. Areas covered include the dramatic stage play, the full-length screenplay, poetry, the short story, the novella and the memoir.

Since this course is an advanced extension of Creative Writing One, each student will be obligated to pursue an independent writing project each marking period. Students will work, at home, on a long-term independent writing project. The project may alter as the marking periods change—or students may continue working on what they began the previous marking period. Students may extend a project starting during class or they may choose to create an entirely independent writing project. The philosophy behind the project is to interact with a piece of writing that grows organically and extensively over the 90 days of the semester. The project will be approved and periodically examined by the teacher. Each marking period, the project is turned in for a grade. Elements that define that grade are focus, stylistic sophistication, narrative drive, and dramatic/comedic effectiveness of execution.

Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standard—Writing:
Text Types, Responding to Reading and Research

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

**Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration****Comprehension and Collaboration:**

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standard—Language:
Conventions, Effective Use and Vocabulary****Conventions of Standard English:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

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.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

UNIT 1: Characterization and Interaction**Big Ideas:** *Course Objectives / Content Statement(s)*

- Observation and description
- Character stories
- Developing character interactions through scene and dialogue

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How do writers use language, dialogue and humor to develop characterization? • How do the interaction of characters in a scene deepen characterization? • How are characters' flaws and strengths revealed through arguments and conflicts? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers use thoughtful description, natural patterns of speech, and subtext through humor to create authentic characters. • The interaction of characters in a scene creates juxtaposition which helps clarify and enhance each character's traits. • A character's desires, fears and motivations, as well as their strengths and weaknesses of character, can be illustrated though their reaction to arguments and conflicts they face.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: (CONTENT DESCRIPTION) This unit will attempt to deepen a student's understanding of complex characterization in fiction. Students will read, from Salinger's <i>Nine Stories</i> , "A Perfect Day for Banana Fish," "For Esme, With Love and Squalor," and "The Laughing Man." Elements to be discussed include: language, dialogue, and the subtext of the humor—deeply-conflicted characters who exist under the surface of the stylistic breeziness. Students will read the play <i>Dinner With Friends</i> . As with the Salinger exercise, which preceded it, students will observe comedy used as armor for something deeper and more emotionally vulnerable.
READING	
Key Ideas and Details	
LIT/INF 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.	
LIT/INF Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	
LIT 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)	
INF 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.	
Craft and Structure	
LIT Determine the meaning of words and phrases as they are used in the text, 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.)	Students will write a short story—or fragment of a short story—inspired by Salinger. Emphasis will be on dialogue, humor, characterization, and philosophical underpinnings.
LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Sample Assessments: Both the short story and the argument scene will be graded in terms of mechanics and how well the students are able to illuminate complex characterization by writing a scene with a serious subtext running under a lighter surface.
LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Instructional Focus: (CONTENT DESCRIPTION) Students will use the final scene in <u>Betrayal</u> , the seduction scene, as model for writing a scene in which one character must convince another character to do something against all better judgment.
Integration of Knowledge and Ideas	The seduction scene in <u>Betrayal</u> will be read aloud. The scene will be analyzed in terms of what each character needs. Language will be examined in terms of how it is used to bolster a dubious argument. Students will respond with what they would do if faced with such a situation/argument.
LIT 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.)	Students will then write a seduction scene. It does not have to be romantic. It is a scene of coercion in which every logical and illogical ploy is shamelessly exploited.
LIT 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.	Sample Assessments:
Range of Reading and Level of Text Complexity	Students will perform their scenes. Scenes will be graded for mechanics and for the author's ability to successfully create an argument that might actually work. Is the scene believable? Has language been carefully used to make the argument convincing?
By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Instructional Focus: (CONTENT DESCRIPTION) Students will refine their ability to write dramatically engaging dialogue by writing an extended argument scene that illuminates, fairly, both characters in the scene: their flaws and their strengths.
WRITING	Students will revisit the argument scenes <u>Dinner with Friends</u> —particularly those moments of high conflict.
Text Types and Purpose	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <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 claim(s) and counterclaims fairly and thoroughly, supplying the most 	

<p>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> <ul style="list-style-type: none"> • 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. • 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. 	<p>Arguments will be evaluated: which side do you agree with? Who is at fault? Can there be any meaningful resolution? How long have these fault-lines existed? What trigger caused the explosion?</p> <p>Students will write an argument scene that runs about three-five minutes.</p> <p>Sample Assessments:</p> <p>Students will perform the scene for the class to be both appreciated and critiqued.</p> <p>Argument scenes will be graded for correct use of play format and mechanics—but, more significantly, they will be evaluated for how urgent, passionate, and emotionally honest the argument feels.</p>
<p>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. • 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 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 	<p>Instructional Focus: (CONTENT DESCRIPTION)</p> <p>Students will integrate their ability to create story, dialogue, and character in three scenes in which: a) two characters meet and hate each other on the spot; b) have a moment of blinding, irrational interaction; c) deal with the consequences and resolve the story.</p> <p>Students will watch the film <u>Moonstruck</u> (Original title: <u>The Bride and the Wolf</u>). The film will be stopped periodically to illustrate the three scenes, which will serve as structural models to this assignment.</p> <p>These three scenes will be evaluated/critiqued in terms of dramatic/comic effectiveness and believability.</p> <p>Extracts from John Patrick Shanley's <u>Moonstruck</u> screenplay will be performed aloud to illustrate the detailed, theatrical nature of the original text.</p> <p>Students will write three scenes from an improbable romance. It may be an improbable friendship if that's to dramatize that relationship.</p> <p>Sample Assessments:</p> <p>Scenes will be read aloud, discussed, and critiqued. Scripts will be evaluated in terms of the convincing natural progression of the drama. Are the narrative and the dialogue wed together in a way that feels real? Is there humor and artistic coherence in the</p>

information or explanation presented (e.g., articulating implications or the significance of the topic).	storytelling? Is it entertaining?
<p>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 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). 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>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will draw connections frequently between drama and writing as they write and perform their work for an audience. They will also be conscious of the connection between visual art and writing through the use of concrete imagery.</p> <p>Technology Integration Teacher may incorporate the use of available software for composing manuscripts. Students may also use the media studio to perform and record their scenes.</p> <p>Media Literacy Integration This unit incorporates the use of film study and analysis, particularly with respect to the writer's development of characterization through interaction and dialogue and how characters communicate messages to one another and to an audience.</p> <p>Global Perspectives To develop believable and authentic characters, students will need to study and incorporate the speech, mannerisms, cultural views of people they are portraying.</p> <p>Culturally Responsive Teaching Students should be encouraged to develop characters that reflect their own cultures and life experiences in order to create writing that has a ring of truth and authenticity.</p>
Production and Distribution of Writing	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.	
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.	
Research to Build and Present Knowledge	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
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.	
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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 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. 	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Presentation of Knowledge and Ideas	
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 the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Make strategic 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.	

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
LANGUAGE	
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
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.	
Vocabulary Acquisition and Usage	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

UNIT 2: Exploring Structure

Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> • Chronology and time sequence • Multi-part narratives • Building suspense and tension toward a climax 	
Essential Questions <i>What provocative questions will foster inquiry,</i>	Enduring Understandings <i>What will students understand about the big</i>

<i>understanding, and transfer of learning?</i>	<i>ideas?</i>
<ul style="list-style-type: none"> How do writers create tension and suspense in fiction? How do writers manipulate time and chronology to create effective plot structure? How do writers create continuity and effective plotting through a multi-part narrative? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Writers carefully plan the sequence and structure of a narrative to maximize its narrative drive and effect on the reader. Writers use a variety of strategies to manipulate time and the chronology of events in a narrative to build suspense, tension or conflict toward a satisfying climax and conclusion.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: (CONTENT DESCRIPTION)
READING	
Key Ideas and Details	<p>Students will explore and analyze how time alters the context of a dramatic scene through the irony of history.</p> <p>Students will read Harold Pinter's <u>Betrayal</u>, a play which runs backwards through time. They will watch extracts from the 1983 movie of <u>Betrayal</u>. The concept of inverted dramatic time will also be illustrated in the <u>Seinfeld</u> episode ("The Betrayal," 1997) which parodies Pinter's <u>Betrayal</u>.</p>
LIT/INF 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.	
LIT/INF Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	<p>Students will then write three dramatic scenes which are meant to play in reverse chronological order: in other words, the story starts at the end, and the audience then learns, progressively, what led up to the "first" scene.</p>
LIT 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)	
INF 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.	<p>Sample Assessments:</p> <p>Scenes will be performed for the class. Written version of the scenes will be graded for both mechanics and successful execution of the concept: namely, the ability to orchestrate irony through the manipulation of time.</p>
Craft and Structure	
LIT Determine the meaning of words and phrases as they are used in the text, 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>Instructional Focus: (CONTENT DESCRIPTION)</p> <p>Students will study, discuss, and evaluate plot structure and narrative drive in a mini-series. They will then use these tools to create their own multi-part narratives: either in novel or screenplay format.</p>
LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
LIT Analyze a case in which grasping a 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>Students will watch the seven-part Dr. Who television drama: <u>Genesis of the Daleks</u>. Each episode runs about 25 minutes. They will be spread out over two weeks.</p>
Integration of Knowledge and Ideas	
	Students will examine, at the end each

<p>LIT 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.)</p>	<p>episode, how the writer is keeping the audience engaged. How are clues dropped that will become significant later on? What seeds are being planted? What is at stake? Why do we care? How can the story be resolved? Why are the special effects so hilariously low-budget?</p>
<p>LIT 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.</p>	<p>Students will then write a treatment (elaborate outline) for a multi-part series of their own. They may choose to outline a multi-chapter novel if they prefer. All the elements of the classic cliff-hanger must be employed to keep the audience engaged.</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>Sample Assessments:</p>
<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Manuscripts will be graded for mechanics and also for the ability of the author(s) to keep the reader turning the pages. Is there something surprising and unexpected in the turns the tale takes? Is the story resolved in a way that satisfies the audience?</p>
<p>WRITING</p>	<p>Instructional Focus: (CONTENT DESCRIPTION)</p>
<p>Text Types and Purpose</p>	<p>Using <u>Genesis of the Daleks</u> and <u>The Avengers</u> episode “The Cybernauts” as models, students will create a tale in which a creator is destroyed by his creation.</p>
<p>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 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). 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>Students will watch “The Cybernauts.” This is a cautionary tale in which a robotics expert creates electronic supermen—only to have the robots turn on him.</p> <p>Plot structure will be examined in terms of suspense, development, and unexpected resolution.</p> <p>Students will write a story, in script or novel format, in which a character who is, symbolically, “the creator” gets destroyed by his “creation.” This does not have to be a science-fiction story. It can be a story of anyone trying to refashion someone into a different personality—only to have the effort backfire.</p>
<p>Production and Distribution of Writing</p>	<p>Sample Assessments:</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Stories will orally shared with the class. The manuscripts will be evaluated in terms of mechanics and the author’s ability to mine something fresh and surprising from this traditional <u>Frankenstein</u> theme.</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	

new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will draw connections frequently between drama / film and creative writing as they write and perform their work for an audience.</p> <p>Technology Integration Teacher may incorporate the use of available software for composing manuscripts. Students may also use GoogleDocs as a tool for composing, sharing and revising their work.</p> <p>Media Literacy Integration Students will learn to carefully study and analyze the medium of film for its narrative structure, and emulate this structure in their own writing.</p> <p>Global Perspectives Students may view, analyze and emulate the narrative structure of literature, films, and television programs from various time periods and cultures around the world.</p> <p>Culturally Responsive Teaching Students should be encouraged to consider the cultural values, beliefs and traditions of the audience for whom they are writing to make their work more effective and well-received.</p>
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.	
Research to Build and Present Knowledge	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
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.	
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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 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. 	
Presentation of Knowledge and Ideas	
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 the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
LANGUAGE	
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
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.	
Vocabulary Acquisition and Usage	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

UNIT 3: The Music of Language

Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> Songs / lyrics as literature, and advancing narrative through the use of song Writing as an emotional / psychological form of expression Writing inspired by other artists and writers 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> Where do writers find the inspiration for their work? How can writing be a way to express and reflect the writer's emotional or psychological experiences? How can writers use music as a narrative element to express ideas differently than description or dialogue? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Inspiration often comes from our personal emotional and/or intellectual response to another artist or work of art. Writing is an effective way to cope with and make sense of emotional and / or psychological feelings. Songs and music can often express ideas and emotions more effectively than prose.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: (CONTENT DESCRIPTION) <p>This unit expands the song-writing exercises from Creative Writing I into the writing of an extended musical theater scene—including all the lyrics, stage directions, etc.</p> <p>Students will watch the concert version of <u>South Pacific</u>. They will then examine excerpts from Bob Hope and Bing Crosby's <u>Road to Utopia</u>. In both cases, the structure of a musical scene will be examined. How does the song advance the story? How does the song reveal character? How does the song accomplish what dialogue cannot?</p> <p>Further examples will be drawn from extracts from the published scripts of <u>Carousel</u>, <u>Of Thee I Sing</u>, and <u>Little Shop of Horrors</u>.</p> <p>The "Isn't It Romantic?" sequence from Rodgers and Hart's <u>Love Me Tonight</u> (1932) will be analyzed for the way the same melody can be used to carry multiple narratives.</p> <p>Sample Assessments:</p> <p>Students will write a complete musical scene: not a synopsis but all the lines and all the lyrics. The scene may either be entirely original or it may be an adaptation of an existing non-musical work. The scene will be</p>
READING	
Key Ideas and Details	
LIT/INF 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.	
LIT/INF Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	
LIT 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)	
INF 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.	
Craft and Structure	
LIT Determine the meaning of words and phrases as they are used in the text, 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>LIT Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>evaluated in terms of the writer's ability to make the song flow directly out of the narrative and characters. Does the song seem inevitable? Does it tell us more than we already know? Does the song capture elements of emotion, humor, irony or tone that the framing dialogue does not reveal?</p>
<p>LIT Analyze a case in which grasping a 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>Instructional Focus: (CONTENT DESCRIPTION)</p>
<p>INF 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.</p>	<p>Students will see how the creation of art can be therapeutic and how art can help make someone sane. They will then create a creative project inspired by composer Brian Wilson.</p>
<p>INF 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.</p>	<p>Students will watch <u>Beautiful Dreamer: Brian Wilson and the Story of SMILE</u>. As musical background to the film, students will learn about The Four Freshman and Phil Spector's wall-of-sound. They will hear several illustrative Beach Boys tracks, demos, vocals-only, etc.</p>
<p>Integration of Knowledge and Ideas</p>	<p>Using a piano, students will examine the surprising harmonics of several Brian Wilson songs—specifically, "California Girls" and "The Warmth of the Sun."</p>
<p>LIT 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.)</p>	<p>Sample Assessments:</p>
<p>LIT 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.</p>	<p>Students must create a project that pays artistic tribute to Brian Wilson: they can perform a Wilson song; they can write a letter to Wilson; they can use Wilson as a character in an original story or script; they can write an original song that uses Wilson's techniques.</p>
<p>INF 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>Instructional Strategies:</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>Interdisciplinary Connections</p>
<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students will explore the essential connections between language/writing and music.</p>
<p>WRITING</p>	<p>Technology Integration</p>
<p>Text Types and Purpose</p>	<p>Students can use a digital music editing tool, such as Garageband, to experiment with music to accompany their scenes.</p>
<p>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>	<p>Media Literacy Integration</p> <p>Students will explore the way musical accompaniment can influence the tone and effect of a lyric, and vice versa.</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., 	<p>Global Perspectives</p> <p>Students can explore themes and cultures represented in musical theater from varied time</p>

<p>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 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>periods and cultures.</p> <p>Culturally Responsive Teaching Students should be encouraged to explore musical themes and styles that are reflective of their personal and cultural experiences.</p>
<p>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 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. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • 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). • 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.	
Production and Distribution of Writing	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.	
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.	
Research to Build and Present Knowledge	
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.	
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.	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
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.	
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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 	

<p>ideas.</p> <ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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 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. 	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Presentation of Knowledge and Ideas	
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 the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Make strategic 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.	
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
LANGUAGE	
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
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.	

Vocabulary Acquisition and Usage Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

UNIT 4: Art and Vision

Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> • Art and writing as a tool for expressing / exploring philosophical ideas and beliefs • Analyzing an author's vision through his or her work • Expressing theme through writing 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How is writing illuminated by philosophy? • How do authors develop and express a theme? • How can writers develop their craft by writing about other works and artists? 	Students will understand that... <ul style="list-style-type: none"> • Writing about other works of art and and/or artists helps hone a writer's understanding of the craft and ideas expressed. • Writers develop themes in order to convey central and underlying ideas through their writing. • A writer's personal or moral philosophy can be expressed through art and creative writing.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: READING	Instructional Focus: (CONTENT DESCRIPTION)

Key Ideas and Details	
LIT/INF 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.	This unit examines works whose primary thematic aim is not so much character and story but philosophy and idea.
LIT/INF Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	Students will read two short stories by W. Somerset Maugham: specifically, “Rain,” and “The Ant and the Grasshopper.”
LIT 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)	These stories will be evaluated in terms of theme, idea, and underlying moral (or immoral) underpinnings. Are these short-stories or moral fables, or both?
Craft and Structure	Sequences from Richard Linklater’s cinematic journal of philosophy <i>Waking Life</i> will be watched and critiqued. How does the director keep the film from becoming too didactic?
LIT Determine the meaning of words and phrases as they are used in the text, 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.)	Sample Assessments: Students will write a story/scene grounded primarily in theme. Stories/scenes will be evaluated for lucidity and originality of ideas—rather than for characterization or narrative drive.
LIT Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Instructional Focus: (CONTENT DESCRIPTION) Students will explore visual art as an inspiration for reflective and analytical writing.
LIT Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Students will read excerpts from John Updike’s essays about art: <i>Just Looking</i> . The original paintings will be examined first—then Updike’s analysis. His powers of observation will be discussed and identified.
INF Determine the meaning of words and phrases as they are used in a text, including figurative, 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	Students will then retreat to the library where they will find an art book or an art print. They will then write an essay in which they carefully observe and analyze the work. Like Updike, they will attempt to emotionally get inside the work of art—rather than simply deal with its surface.
Integration of Knowledge and Ideas	Sample Assessments:
LIT 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.)	The essays will be read aloud by the students—with the artistic print on display. Essays will be graded in terms of powers of close-observation and ability to imagine the life of the figures within the work of art.
LIT 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.	Instructional Strategies:
Range of Reading and Level of Text Complexity	Interdisciplinary Connections

<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students will explore how writers use visual art as inspiration for their writing.</p>
<p>WRITING</p>	
<p>Text Types and Purpose</p>	
<p>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. • 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 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>Technology Integration Teachers may incorporate the use of available software for composing writing. Students may also use GoogleDocs as a tool for composing, sharing and revising their work.</p> <p>Media Literacy Integration Students will analyze and respond in writing to the way ideas/philosophies are conveyed through visual art implicitly and explicitly.</p> <p>Global Perspectives Students may explore philosophies of varied cultures and time periods through their research.</p> <p>Culturally Responsive Teaching Students should be encouraged to research and incorporate philosophies that are reflective of their own personal and cultural experiences.</p>
<p>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 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. • Use narrative techniques, such as 	

<p>dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> • 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). • 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. 	
Production and Distribution of Writing	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.	
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.	
Research to Build and Present Knowledge	
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.	
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.	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	
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.	
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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 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. 	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Presentation of Knowledge and Ideas	
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 the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Make strategic 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.	

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
LANGUAGE	
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
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.	
Vocabulary Acquisition and Usage	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

Texts and Resources:

Texts:

Bishop, Elizabeth. The Complete Poems: 1927-1979.

Lauber, Lynn. Listen to Me: Writing Life into Meaning.

Marguiles, Donald. Dinner with Friends.

Maugham, W. Somerset. Complete Short Stories: Volume One.

Nabokov, Vladimir. The Stories of Vladimir Nabokov. Extract from Pale Fire.

O'Hara, John. Pal Joey. (extract)
Pinter, Harold. Betrayal.
Salinger, J.D. Nine Stories.
Tawara, Machi. Salad Anniversary. (extracts)

Films:

"The Cybernauts." Episode: The Avengers.
Beautiful Dreamer: Brian Wilson and the Story of SMILE (2004).
Betrayal (1983).
Genesis of the Daleks (1975).
Love Me Tonight (1932). (extract)
Moonstruck (1987).
Road to Utopia (1946). (extract)
South Pacific: Concert Version.
Waking Life (2001). (extract)

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading