

<b>Planned Course: Grade 11 Career English</b>		<b>Course Number: E102CA</b>	<b>Department: English</b>	
<b>Unit: Reading: Informational Text</b>		<b>Grade Level: 11</b>		
<b>Estimated Time: 30 Days</b>		<b>Level/Track: Standard</b>	<b>Date Approved: 8/28/2017</b>	
<b>PA Core Standards</b>	<b>Core Concepts (in question format)</b> ● Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>	

<p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D</p>	<p>How does interaction with text provoke thinking and response?</p> <p>How do readers know what to believe in what they read, hear, and view?</p> <p>How do strategic readers create meaning from informational and literary text?</p> <p>How does interaction with text provoke thinking and response?</p> <p>What is text really about?</p>	<ul style="list-style-type: none"> <li>Analyze various content-area textbooks and determine organization (Chronological, Spatial, Topical, Problem-Solving, etc.)</li> <li>Web searches to reinforce historical background of work and author’s life/American era</li> <li>Use graphic organizer to compare/contrast the similarities and differences between two types of text organization</li> <li>Think-Pair-Share connections between nonfiction text and graphics/charts</li> <li>Use graphic organizer (Venn Diagram) to compare and contrast two mediums</li> <li>Differentiated Instruction stations (picture, video, poem, short story, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Mini-Lesson / Group Presentations</li> <li>USATestPrep</li> <li>Questions and answers created for quiz using Bloom’s Taxonomy questions created by students</li> <li>Quizzes on materials presented in class (definitions/content/comprehension)</li> <li>Unit test on work</li> <li>Keystone-focused writing on a theme related to the text</li> <li>Student’s reading logs</li> <li>Mini-presentations of the work’s theme/character motivation/plot summary</li> <li>Constructed Response (such as theme/interpretation/ point of view)</li> </ul>
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<p>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E 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>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G 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>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>		<p>Compare/contrast findings as a group.</p> <ul style="list-style-type: none"> <li>● Think-Pair-Share to discuss connections between the two mediums</li> <li>● Reading logs to record plot/character/theme development in the work</li> <li>● Read articles on the author’s style/background of work/historical time period</li> <li>● Posters/collages/ mini-presentations on related aspects of the work</li> <li>● Skits (students pose as characters from the text)</li> <li>● Talk to the Text - make connections, make predictions, and draw conclusions during reading</li> <li>● Identify textual evidence to support claim/thesis</li> <li>● Use a graphic organizer to distinguish between first, second, and third person point of view</li> <li>● Use a plot diagram to label the elements of fictional plot</li> <li>● Identify the differences between static and dynamic characters</li> <li>● Use a graphic organizer to distinguish between style, tone, and mood</li> <li>● Use jigsaw groups to discuss the use of diction, syntax, figurative language, and sentence variety to determine the author’s style and then report back to home groups.</li> <li>● Create questions for a quiz</li> </ul>	
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		<p>regarding the elements of style, tone, and mood. Provide examples of each level of Bloom's Taxonomy questions to assist</p> <ul style="list-style-type: none"> <li>● Talk to the Text to identify various examples of figurative language.</li> <li>● Analyze various content-area textbooks and determine organization (Chronological, Spatial, Topical, Problem-Solving, etc.)</li> <li>● Use graphic organizer to compare/contrast the similarities and differences between two types of text organization</li> <li>● Think-Pair-Share connections between nonfiction text and graphics/charts</li> </ul>	
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**BOOKS**

\* *Fast Food Nation*

**APPROVED NONFICTION SELECTIONS:**

- \* *“from Danse Macabre”* by Stephen King
- \* *“The Gettysburg Address”* by Abraham Lincoln
- \* *“How It Feels to Be Colored Me”* by Zora Neale Hurston
- \* *“Letter from Birmingham Jail”* by Martin Luther King, Jr.
- \* *“from Life on the Mississippi”* by Mark Twain
- \* *“Mother Tongue”* by Amy Tan
- \* *“My Dungeon Shook: Letter to My Nephew”*

\* *“from Narrative of the Life of Frederick Douglass, an American Slave”*

- \* *“from Of Plymouth Plantation”* by William Bradford
- \* *“On Civil Disobedience”* by Mohandas K. Gandhi
- \* *“Point/Counterpoint: The Japanese-American Internment”*
- \* *“from Self-Reliance”* by Ralph Waldo Emerson
- \* *“Straw Into Gold: The Metamorphosis of the Everyday”* by Sandra Cisneros
- \* *“Thoughts on the African-American Novel”* by Toni Morrison
- \* *“Why Soldiers Won’t Talk”* by John Steinbeck