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**9-12**

**English Language Arts (ELA)**

**Curriculum Guide**

**Developed: June 2016**

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Reading LiteratureRL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4

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.)

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently

Reading Informational TextRI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

RI.11-12.10

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.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WritingW.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

#### **W.9-10.4**

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.)

#### **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.)

#### **W.9-10.5**

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

#### **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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

#### **W.9-10.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **W.11-12.6**

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.

#### **W.9-10.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **W.9-10.10**

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.

#### **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.

### **Speaking and Listening**

#### **SL.9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **SL.11-12.1**

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.

#### **SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### **SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

#### **SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### **SL.11-12.4**

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.

#### **SL.9-10.5**

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.

**SL.11-12.5**

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.

**SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3[here](#) for specific expectations.)

**SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3[here](#) for specific expectations.)

**Language**

**L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3**

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.

**L.11-12.3**

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.

**L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4**

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.

**L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6**

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.

**L.11-12.6**

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.

# 9-12 CURRICULUM FRAMEWORK

GRADES 9-10  
QUARTER 1

Standards Assessed and Addressed	Learning Targets/Literacy Skills	Assessment	Suggested Text
<p style="text-align: center; color: red; font-weight: bold;">Red=Recurring</p> <p><b>RL.1; RL.4; RL.10; W.1; W.4; W.5; W.6; W.9; W.10; SL.1; SL.6; SL.4; SL.5; L.1; L.2; L.3; L.4; L.5; L.6</b></p> <p><b>RL.9-10.2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.9-10.5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RL.9-10.6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RL.9-10.7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p><b>RL.9-10.9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>W.9-10.7:</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>W.9-10.2:</b> 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><b>W.9-10.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.9-10.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated</p>	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive, evidence-based discussions about texts</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Make claims about texts using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Determine meanings of unknown vocabulary</li> <li>• Independently preview text in preparation for supported analysis</li> <li>• Paraphrases and quote relevant evidence from a text</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Collect and organize content from the text to support analysis in writing</li> <li>• Analyze an author's craft</li> <li>• Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper</li> </ul>	<h2 style="text-align: center;">CORE ASSESSMENT(S)</h2> <ul style="list-style-type: none"> <li>• Literary/Character Analysis: Students write a multi-paragraph response to the following prompt: How does the character of Santiago change over the course of the novel and how do those changes reveal the theme of the book?             <ul style="list-style-type: none"> <li>○ Theme Common Assessment</li> <li>○ Character Common Assessment                 <ul style="list-style-type: none"> <li>■ Is the old man a failure or a success?</li> </ul> </li> </ul> </li> </ul> <hr/> <h2 style="text-align: center;">COMPOSITION</h2> <ul style="list-style-type: none"> <li>• Narrative: Students will write a multi-paragraph narrative in which they will develop a character.</li> </ul> <p>Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engaging your students in any and all writing you like. Types of compositions could include:</p> <ul style="list-style-type: none"> <li>• Rhetorical analysis</li> <li>• Synthesis paper</li> <li>• Argument essay</li> </ul> <hr/> <h2 style="text-align: center;">ROUTINE WRITING</h2> <ul style="list-style-type: none"> <li>• Focus Activities</li> <li>• Exit Tickets</li> <li>• Synthesis tables</li> <li>• Argument summary</li> <li>• Journal / Freewrite</li> <li>• RRJ Entries</li> </ul> <hr/> <p style="text-align: center; font-weight: bold;">MULTIMODALITY</p> <p>While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student wants to write a speech, or give a</p>	<h2 style="text-align: center;">9th Grade</h2> <ul style="list-style-type: none"> <li>• Collections (9)</li> <li>• Novels/plays/poems             <ul style="list-style-type: none"> <li>○ Old Man and the Sea, Ernest Hemingway</li> <li>○ Romeo and Juliet, William Shakespeare</li> <li>○ My Shakespeare Poem, Kate Tempest</li> <li>○ Catcher in the Rye, J.D. Salinger</li> </ul> </li> <li>• Film             <ul style="list-style-type: none"> <li>○ Romeo and Juliet by Baz Lurhman</li> </ul> </li> </ul> <hr/> <h2 style="text-align: center;">10th Grade</h2> <ul style="list-style-type: none"> <li>• Novels/plays             <ul style="list-style-type: none"> <li>○ Fahrenheit 451, Ray Bradbury</li> <li>○ I Know Why the Caged Bird Sings, Maya Angelou</li> <li>○ Things Fall Apart, Chinua Achebe</li> <li>○ Kite Runner, Khaled Hossini</li> <li>○ Macbeth, William Shakespeare</li> <li>○ Animal Farm, George Orwell</li> <li>○ The Joy Luck Club, Amy Tan</li> </ul> </li> </ul>

or distorted evidence.		presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all	
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# 9-12 CURRICULUM FRAMEWORK

Quarter 2

<b>Standards Assessed and Addressed</b> <small>Red=Recurring</small>	<b>Learning Targets/Literacy Skills</b>	<b>Assessment</b>	<b>Suggested Text</b>
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RL.1; RL.4; RL.10; RI. 1; RI. 4; RI10; W.1; W.4; W.5; W.6; W.9; W.10; SL.1; SL. 2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**W.9-10.2:** 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.

**W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.7:** 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.

**W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Analyze text and multimedia
- Use vocabulary strategies to define unknown words
- Identify potential topics for research within a text
- Use questioning to guide research
- Conduct pre-searches to validate sufficiency of information for exploring potential topics
- Assess sources for credibility, relevance, and accessibility
- Develop , refine, and select inquiry questions for research
- Collect and organize evidence from research to support analysis in writing
- Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research
- Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper
- Use proper citation methods in writing
- Edit for a variety of purposes including using semicolons, colons, and correct spelling
- Use formal style and objective tone in writing
- Write coherently and cohesively

## CORE ASSESSMENT(S)

- Simulated Research: Students write a multi-paragraph paper in which they synthesize and present research on a given topic.
- Narrative: Students will write a multi-paragraph narrative in which they demonstrate proficiency with narrative structure..

## COMPOSITION

Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engaging your students in any and all writing you like. Types of compositions could include:

- Rhetorical analysis
- Synthesis paper
- Argument essay

## ROUTINE WRITING

- Focus Activities
- Exit Tickets
- Synthesis tables
- Argument summary
- Journal / Freewrite
- RRJ Entries

## MULTIMODALITY

While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all

## 9th Grade

- Collections (9)
- Novels/Drama
  - Ceremony, Leslie Marmon Silko
  - Lord of the Flies, William Golding
  - To Kill a Mockingbird, Harper Lee
  - Joy Luck Club, Amy Tan
- Excerpts from historical narratives
- Newspaper/Magazine/Journal articles

## 10th Grade

- Collections (10)
- Novels/plays
  - Farenheit 451, Ray Bradbury
  - I Know Why the Caged Bird Sings, Maya Angelou
  - Things Fall Apart, Chinua Achebe
  - Kite Runner, Khaled Hossini
  - Macbeth, William Shakespeare
  - Animal Farm, George Orwell
  - The Joy Luck Club, Amy Tan

### Quarter 3

**Standards Assessed and Addressed**

Red=Recurring

**Learning Targets/Literacy Skills**

**Assessment**

**Suggested Text**

RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5;W.6; W.9; W.10; SL.1; SL.2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**W.9-10.2:** 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.

**W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Analyze text and multimedia
- Make claims about the development and refinement of central ideas in a text
- Use vocabulary strategies to define unknown words
- Identify potential topics for research within a text
- Use questioning to guide research
- Conduct pre-searches to validate sufficiency of information for exploring potential topics
- Assess sources for credibility, relevance, and accessibility
- develop , refine, and select inquiry questions for research
- Develop and continually assess a research frame to guide independent searches
- Collect and organize evidence from research to support analysis in writing
- Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research
- Write effective introduction, body, and conclusion paragraphs for a short term, research-based paper
- Use proper citation methods in writing
- Edit for a variety of purposes including using semicolons, colons, and correct spelling
- Use formal style and objective tone in writing
- Write coherently and cohesively

## CORE ASSESSMENT(S)

- **Argument:** Students write a multi-paragraph argument paper in which they make a precise claim using evidence from two or more texts.
- **Narrative:** Students will write a multi-paragraph narrative in which they demonstrate proficiency with narrative structure..

## COMPOSITION

Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engaging your students in any and all writing you like. Types of compositions could include:

- Rhetorical analysis
- Synthesis paper
- Argument essay

## ROUTINE WRITING

- Focus Activities
- Exit Tickets
- Synthesis tables
- Argument summary
- Journal / Freewrite
- RRJ Entries

## MULTIMODALITY

While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all

## 9th Grade

- Collections (9)
  - I Have a Dream, Martin Luther King Jr.
  - Message to Grassroots, Malcom X
  - Excerpt: Nobody Turn Me Around: A People's History of the 1963 March on Washington, Charles Euchner
  - Cairo: My City, Our Revolution, Ahdaf Soueif
  - Excerpt: Reading Lolita in Tehran, Azar Nafisi
  - Excerpt: Persepolis 2, Marjane Satrapi

## 10th Grade

- Collections (10)
- Novels/plays
  - Fahrenheit 451, Ray Bradbury
  - I Know Why the Caged Bird Sings, Maya Angelou
  - Things Fall Apart, Chinua Achebe
  - Kite Runner, Khaled Hossini
  - Macbeth, William Shakespeare
  - Animal Farm, George Orwell
  - The Joy Luck Club, Amy Tan

### Quarter Four

Standards

Learning

Assessment

Suggested Text

# Assessed and Addressed

Red=Recurring

RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5; W.9; W.10; SL.1; SL. 2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6

Quarter 4 is a unit that is cumulative and recursive in nature: to be fully successful, students will likely use all standard-based skills they have practiced and learned over the course of the year. No standards are listed here, as all standards will be used.

# Targets/Literacy Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Analyze text and multimedia
- Use vocabulary strategies to define unknown words
- Identify potential topics for research within a text
- Use questioning to guide research
- Conduct pre-searches to validate sufficiency of information for exploring potential topics
- Assess sources for credibility, relevance, and accessibility
- Develop , refine, and select inquiry questions for research
- Collect and organize evidence from research to support analysis in writing
- Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research
- Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper
- Use proper citation methods in writing
- Edit for a variety of purposes including using semicolons, colons, and correct spelling
- Use formal style and objective tone in writing
- Write coherently and cohesively

## CORE ASSESSMENT(S)

- Argument-based Independent research paper and presentation
  - Students ID a topic of interest
  - Research must stem from a Q and present an argument
  - 3-5 sources gathered and synthesized
  - Must be multimodal in its presentation
- Standards-based assessment and reflection

## COMPOSITION

Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engage your students in any and all writing you like. Types of compositions could include:

- Rhetorical analysis
- Synthesis paper
- Argument essay

## ROUTINE WRITING

- Focus Activities
- Exit Tickets
- Synthesis tables
- Argument summary
- Journal / Freewrite
- RRJ Entries

## MULTIMODALITY

While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all

## 9th Grade

As this unit focuses entirely in independent research, students will be selecting their own materials to use--reference texts, novels, poems, short stories, personal essays, speeches, primary documents, websites, reports, etc. The goal in this unit is to use an array of genres in synthesizing their argument.

## 10th grade

As this unit focuses entirely in independent research, students will be selecting their own materials to use--reference texts, novels, poems, short stories, personal essays, speeches, primary documents, websites, reports, etc. The goal in this unit is to use an array of genres in synthesizing their argument.



# 9-12 CURRICULUM FRAMEWORK

GRADES 11-12  
QUARTER 1

Standards Assessed and Addressed	Learning Targets/Literacy Skills	Assessment	Suggested Text
<p style="text-align: center; font-size: small;">Red=Recurring</p> <p><b>RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5; W.9; W.10; SL.1; SL. 2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6</b></p> <p>RL.11-12.2: 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.</p> <p>RL.11-12.3: 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>RL.11-12.5: 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>RL.11-12.6: 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>RL.11-12.9: 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>W.11-12.7: 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>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive, evidence-based discussions about texts</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Make claims about texts using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Determine meanings of unknown vocabulary</li> <li>• Independently preview text in preparation for supported analysis</li> <li>• Paraphrases and quote relevant evidence from a text</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Collect and organize content from the text to support analysis in writing</li> <li>• Analyze an author's craft</li> <li>• Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper</li> </ul>	<h2 style="text-align: center;">CORE ASSESSMENT(S)</h2> <ul style="list-style-type: none"> <li>• Literary/Character Analysis: Students write a multi-paragraph response that deals with:             <ul style="list-style-type: none"> <li>○ Students analyze an author's choices with regard to rhetoric, structure, setting, plot, character development</li> <li>○ Students must argue how these choices contribute to two or more themes.</li> </ul> </li> <li>• Narrative: Students will write a multi-paragraph narrative in which they will develop a character.</li> </ul> <hr/> <h2 style="text-align: center;">COMPOSITION</h2> <p>Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engage your students in any and all writing you like. Types of compositions could include:</p> <ul style="list-style-type: none"> <li>• Rhetorical analysis</li> <li>• Synthesis paper</li> <li>• Argument essay</li> </ul> <hr/> <h2 style="text-align: center;">ROUTINE WRITING</h2> <ul style="list-style-type: none"> <li>• Focus Activities</li> <li>• Exit Tickets</li> <li>• Synthesis tables</li> <li>• Argument summary</li> <li>• Journal / Freewrite</li> <li>• RRJ Entries</li> </ul> <hr/> <h2 style="text-align: center;">MULTIMODALITY</h2> <p>While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If</p>	<h2 style="text-align: center;">11th Grade</h2> <ul style="list-style-type: none"> <li>• The Norton Reader (14th edition): <a href="http://books.wwnorton.com/books/webad.aspx?id=4294990755">http://books.wwnorton.com/books/webad.aspx?id=4294990755</a></li> <li>• Collections (11)</li> <li>• Short stories</li> <li>• Novels, drama             <ul style="list-style-type: none"> <li>○ Death and the King's Horseman, Wole Soyinka</li> <li>○ Brave New World, Aldous Huxley</li> <li>○ The Stranger, Albert Camus</li> <li>○ Raisin in the Sun, Lorraine Hansberry</li> <li>○ Red Badge of Courage, Stephen Crane</li> <li>○ The Bluest Eye, Toni Morrison</li> <li>○ The Bean Trees, Barbara Kingsolver</li> <li>○ Their Eyes Were Watching God, Zora Neale Hurston</li> <li>○ The Crucible, Arthur Miller</li> <li>○ Othello, William Shakespeare</li> </ul> </li> </ul> <hr/> <h2 style="text-align: center;">12th grade</h2> <ul style="list-style-type: none"> <li>• The Norton Reader (14th edition): <a href="http://books.wwnorton.com/books/webad.aspx?id=4294990755">http://books.wwnorton.com/books/webad.aspx?id=4294990755</a></li> <li>• Collections (12)</li> <li>• Short stories</li> <li>• Novels, Drama             <ul style="list-style-type: none"> <li>○ My Antonia, Willa Cather</li> <li>○ 1984, George Orwell</li> <li>○ The Handmaid's Tale, Margaret Atwood</li> <li>○ Night, Elie Wiesel</li> <li>○ Hamlet, William Shakespeare</li> <li>○ The Woman Warrior, Maxine Hong Kingston</li> </ul> </li> </ul>

a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all

# 9-12 CURRICULUM FRAMEWORK

GRADES 11-12  
QUARTER 2

## Standards Assessed and Addressed

Red=Recurring

**RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5; W.9; W.10; SL.1; SL. 2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6**

RL.11-12.2: 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.

RL.11-12.3: 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).

RL.11-12.5: 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.

RL.11-12.6: 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).

W.11-12.7: 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.)

RL.11-12.9: 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.

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.

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.

SL.11-12.3: 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.

## Learning Targets/Literacy Skills

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Analyze text and multimedia
- Use vocabulary strategies to define unknown words
- Identify potential topics for research within a text
- Use questioning to guide research
- Conduct pre-searches to validate sufficiency of information for exploring potential topics
- Assess sources for credibility, relevance, and accessibility
- Develop , refine, and select inquiry questions for research
- Collect and organize evidence from research to support analysis in writing
- Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research
- Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper
- Use proper citation methods in writing
- Edit for a variety of purposes including using semicolons, colons, and correct spelling
- Use formal style and objective tone in writing
- Write coherently and cohesively

## Assessment

### CORE ASSESSMENT(S)

- Simulated research paper tied to a literary text:
  - Student's compose a simulated research paper that connects to a setting and/or theme explored in a literary text.
  - Exs: Frankenstein and the dubious rewards of technology; The Crucible and the dangers of religion/hearsay/the mentality of groupthink; The Handmaid's Tale and institutionalized control of women's bodies.

### COMPOSITION

Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engage your students in any and all writing you like. Types of compositions could include:

- Rhetorical analysis
- Synthesis paper
- Argument essay

### ROUTINE WRITING

- Focus Activities
- Exit Tickets
- Synthesis tables
- Argument summary
- Journal / Freewrite

### MULTIMODALITY

## Suggested Text

### 11th Grade

- The Norton Reader (14th edition): <http://books.wwnorton.com/books/webad.aspx?id=4294990755>
- Collections (11)
- Short stories
- Novels, drama
  - Death and the King's Horseman, Wole Soyinka
  - Brave New World, Aldous Huxley
  - The Stranger, Albert Camus
  - Raisin in the Sun, Lorraine Hansberry
  - Red Badge of Courage, Stephen Crane
  - The Bluest Eye, Toni Morrison
  - The Bean Trees, Barbara Kingsolver
  - Their Eyes Were Watching God, Zora Neale Hurston
  - The Crucible, Arthur Miller
  - Othello, William Shakespeare

### 12th grade

- The Norton Reader (14th edition): <http://books.wwnorton.com/books/webad.aspx?id=4294990755>
- Collections (12)
- Short stories
- Novels, Drama
  - My Antonia, Willa Cather
  - 1984, George Orwell
  - The Handmaid's Tale, Margaret Atwood
  - Night, Elie Wiesel
  - Hamlet, William Shakespeare
  - The Woman Warrior, Maxine Hong Kingston

		<p>While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student wants to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all</p>	
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# 9-12 CURRICULUM FRAMEWORK

GRADES 11-12  
QUARTER 3

Standards Assessed and Addressed	Learning Targets/Literacy Skills	Assessment	Suggested Text
<p style="text-align: center; color: red;">Red=Recurring</p> <p><b>RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5; W.9; W.10; SL.1; SL.2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6</b></p> <p>RI.11-12.2: 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> <p>RI.11-12.3: 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> <p>RI.11-12.5: 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>RI.11-12.6: 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>RI.11-12.7: 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>RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>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.</p> <p>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.</p> <p>W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.8: 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.</p> <p>SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based discussions about text</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Analyze text and multimedia</li> <li>• Make claims about the development and refinement of central ideas in a text</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Identify potential topics for research within a text</li> <li>• Use questioning to guide research</li> <li>• Conduct pre-searches to validate sufficiency of information for exploring potential topics</li> <li>• Assess sources for credibility, relevance, and accessibility</li> <li>• develop , refine, and select inquiry questions for research</li> <li>• Develop and continually assess a research frame to guide independent searches</li> <li>• Collect and organize evidence from research to support analysis in writing</li> <li>• Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research</li> <li>• Write effective introduction, body, and conclusion paragraphs for a short term, research-based paper</li> <li>• Use proper citation methods in writing</li> <li>• Edit for a variety of purposes including using semicolons, colons, and correct spelling</li> <li>• Use formal style and objective tone in writing</li> <li>• Write coherently and cohesively</li> </ul>	<h2 style="text-align: center;">CORE ASSESSMENT(S)</h2> <ul style="list-style-type: none"> <li>• Argument writing             <ul style="list-style-type: none"> <li>◦ Students write a multi-paragraph argument paper in which they make a precise claim using evidence from four or more texts.</li> </ul> </li> </ul> <hr/> <h2 style="text-align: center;">COMPOSITION</h2> <p>Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engage your students in any and all writing you like. Types of compositions could include:</p> <ul style="list-style-type: none"> <li>• Rhetorical analysis</li> <li>• Synthesis paper</li> <li>• Argument essay</li> </ul> <hr/> <h2 style="text-align: center;">ROUTINE WRITING</h2> <ul style="list-style-type: none"> <li>• Focus Activities</li> <li>• Exit Tickets</li> <li>• Synthesis tables</li> <li>• Argument summary</li> <li>• Journal / Freewrite</li> <li>• RRJ Entries</li> </ul> <hr/> <h2 style="text-align: center;">MULTIMODALITY</h2> <p>While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all</p>	<h2 style="text-align: center;">11th Grade</h2> <ul style="list-style-type: none"> <li>• The Norton Reader (14th edition): <a href="http://books.wwnorton.com/books/webad.aspx?id=4294990755">http://books.wwnorton.com/books/webad.aspx?id=4294990755</a></li> <li>• Collections (11)</li> <li>• Short stories</li> <li>• Novels, drama             <ul style="list-style-type: none"> <li>◦ <u>Death and the King's Horseman</u>, Wole Soyinka</li> <li>◦ <u>Brave New World</u>, Aldous Huxley</li> <li>◦ <u>The Stranger</u>, Albert Camus</li> <li>◦ <u>Raisin in the Sun</u>, Lorraine Hansberry</li> <li>◦ <u>Red Badge of Courage</u>, Stephen Crane</li> <li>◦ <u>The Bluest Eye</u>, Toni Morrison</li> <li>◦ <u>The Bean Trees</u>, Barbara Kingsolver</li> <li>◦ <u>Their Eyes Were Watching God</u>, Zora Neale Hurston</li> <li>◦ <u>The Crucible</u>, Arthur Miller</li> <li>◦ <u>Othello</u>, William Shakespeare</li> </ul> </li> </ul> <hr/> <h2 style="text-align: center;">12th grade</h2> <ul style="list-style-type: none"> <li>• The Norton Reader (14th edition): <a href="http://books.wwnorton.com/books/webad.aspx?id=4294990755">http://books.wwnorton.com/books/webad.aspx?id=4294990755</a></li> <li>• Collections (12)</li> <li>• Short stories</li> <li>• Novels, Drama             <ul style="list-style-type: none"> <li>◦ <u>My Antonia</u>, Willa Cather</li> <li>◦ <u>1984</u>, George Orwell</li> <li>◦ <u>The Handmaid's Tale</u>, Margaret Atwood</li> <li>◦ <u>Night</u>, Elie Wiesel</li> <li>◦ <u>Hamlet</u>, William Shakespeare</li> <li>◦ <u>The Woman Warrior</u>, Maxine Hong Kingston</li> </ul> </li> </ul>

# 9-12 CURRICULUM FRAMEWORK

GRADES 11-12  
QUARTER 4

Standards Assessed and Addressed	Learning Targets/Literacy Skills	Assessment	Suggested Text
<p style="text-align: center; color: red; font-size: small;">Red=Recurring</p> <p>RL.1; RL.4; RL.10; RI. 1; RI. 4; RI.10; W.1; W.4; W.5; W.9; W.10; SL.1; SL. 2; SL.6; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6</p> <p>Quarter 4 is a unit that is cumulative and recursive in nature: to be fully successful, students will likely use all standard-based skills they have practiced and learned over the course of the year. No standards are listed here, as all standards will be used.</p>	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based discussions about text</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Analyze text and multimedia</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Identify potential topics for research within a text</li> <li>• Use questioning to guide research</li> <li>• Conduct pre-searches to validate sufficiency of information for exploring potential topics</li> <li>• Assess sources for credibility, relevance, and accessibility</li> <li>• Develop , refine, and select inquiry questions for research</li> <li>• Collect and organize evidence from research to support analysis in writing</li> <li>• Make claims about inquiry questions, inquiry pats, and a research question/problem using specific textual evidence from the research</li> <li>• Write effective introduction, body, and conclusion paragraphs for an informational/explanatory research paper</li> <li>• Use proper citation methods in writing</li> <li>• Edit for a variety of purposes including using semicolons, colons, and correct spelling</li> <li>• Use formal style and objective tone in writing</li> <li>• Write coherently and cohesively</li> </ul>	<p style="text-align: center;"><b>CORE ASSESSMENT(S)</b></p> <ul style="list-style-type: none"> <li>• Argument-based Independent research paper and presentation               <ul style="list-style-type: none"> <li>○ Students ID a topic of interest</li> <li>○ Research must stem from a Q and present an argument</li> <li>○ 7 sources gathered and synthesized</li> <li>○ Must be multimodal in its presentation</li> </ul> </li> <li>• Standards-based assessment and reflection</li> </ul> <hr/> <p style="text-align: center;"><b>COMPOSITION</b></p> <p>Please note: although the core assessments above will be what we primarily use and work towards in our PLCs, you are still open to engage your students in any and all writing you like. Types of compositions could include:</p> <ul style="list-style-type: none"> <li>• Rhetorical analysis</li> <li>• Synthesis paper</li> <li>• Argument essay</li> </ul> <hr/> <p style="text-align: center;"><b>ROUTINE WRITING</b></p> <ul style="list-style-type: none"> <li>• Focus Activities</li> <li>• Exit Tickets</li> <li>• Synthesis tables</li> <li>• Argument summary</li> <li>• Journal / Freewrite</li> <li>• RRJ Entries</li> </ul> <hr/> <p style="text-align: center;"><b>MULTIMODALITY</b></p> <p>While there may be no specific multimodal project we recommend, please be open to your students demonstrating their growth in skills/standards through different means. If</p>	<p style="text-align: center; font-size: 2em;"><b>11th Grade</b></p> <p>As this unit focuses entirely in independent research, students will be selecting their own materials to use--reference texts, novels, poems, short stories, personal essays, speeches, primary documents, websites, reports, etc. The goal in this unit is to use an array of genres in synthesizing their argument.</p> <hr/> <p style="text-align: center; font-size: 2em;"><b>12th grade</b></p> <p>As this unit focuses entirely in independent research, students will be selecting their own materials to use--reference texts, novels, poems, short stories, personal essays, speeches, primary documents, websites, reports, etc. The goal in this unit is to use an array of genres in synthesizing their argument.</p>

		a student what's to write a speech, or give a presentation, or create a poster, then this should be considered/allowed. Rhetoric is easily applied to all	
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