

# Unit Plan by Prioritized Standards

Content Area	English	
Grade/Course	11 - American Literature and Composition	
Unit of Study	Fear & Persecution	
Duration of Unit	9 weeks	
Insert a standard below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC11-12W8: 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Gather information Use advanced searches Assess sources Integrate information Avoid plagiarism Follow format	Authoritative print and digital sources Purposeful sources Flow of ideas Overreliance of sources Citation format	*Level 3  *Level 3
		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Text citations  *Reading for meaning	*How to properly cite texts?  *How can I support textual analysis?  *How do I infer meaning from a text?	
Next step, create assessments and engaging learning experiences		

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<p>ELACC11-12W7: <b>Conduct</b> short as well as more <u>sustained research projects</u> to <b>answer</b> a question (including a self-generated question) or <b>solve</b> a problem; narrow or broaden the <u>inquiry</u> when appropriate; <b>synthesize</b> multiple sources on the subject, <u>demonstrating understanding</u> of the subject under investigation.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Conduct research projects  *Answer questions  *Solve problems  *Synthesize sources  *Demonstrate understanding	*Research inquiries  *Sustained research projects	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Research questions		*What guides the research process?
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ELACC11-12W6: <b>Use technology</b> , including the Internet, to <b>produce, publish, and update</b> individual or shared writing products in response to ongoing <u>feedback</u> , including new <u>arguments</u> or information		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Use technology	*Feedback	*Level 3
*Produce, publish, and update writing products	*Arguments	*Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Responding to feedback *Using technology for writing		*How can the internet be used to share information and ideas?  *How are our ideas shaped by others?
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<p>ELACC11-12W5: <b>Develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a <u>specific purpose and audience</u>. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11- 12.)</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Develop writing  *Strengthen writing  *Plan, edit, revise, rewrite	*Identify purpose and audience  *POWER	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*POWER  *purpose for writing  *audience		*How do I develop and strengthen my writing?  *Why is purpose and audience important when writing?
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<p><b>ELACC11-12W2: <u>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.</u></b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Examine ideas  *Convey ideas  *Select, organize, & analyze	*Research techniques  *Essay organization	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Essay Organization Analysis Text Citations		How do I organize my essay effectively?  How do I properly cite my text support?
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ELACC11-12W10: <b>Write</b> routinely over extended time frames (time for <b>research, reflection, and revision</b> ) and shorter time frames (a single sitting or a day or two) for a range of <u>tasks, purposes, and audiences</u> .		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Write routinely	*Writing tasks	*Level 3
*Research, reflect & revise	*Identifying purpose and audience	*Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Importance of research, reflection and revision  *Importance of purpose and audience		*What impact does preparation have on research?  *What affects the type of writing and the style used?
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ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
*Write arguments  *Support claims  *Use valid reasoning	*analyze topics  *identify relevant/sufficient evidence	*Level 3  *Level 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Claims Evidence Essay Organization Reason Relevance		How do I present my evidence in a clearly organized essay?  How do I determine if my support is sound?
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ELACC11-12SL6: <b>Adapt speech</b> to a variety of contexts and tasks, <b>demonstrating</b> a command of <u>formal English</u> when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
*Adapt speech  *Demonstrate command of speech	*Context of speech and tasks  *Formal English	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Speech tasks  *Speech structure  *Formal English patterns		*What affects my choice of speech?  *How do I structure a speech?
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ELACC11-12SL3: <b>Evaluate</b> a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the <u>stance, premises, links among ideas, word choice, points of emphasis, and tone</u> used.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Evaluate Assess	Speaker’s POV, reasoning, evidence and rhetoric Speaker’s stance, idea links, diction, emphasis and tone.	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Students will understand the speaker’s POV and purpose.  *Students will understand how to assess purpose and create effective evidence.		*How do I evaluate POV and speaker’s purpose?  *How do I assess the speaker’s stance and create supporting evidence?
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ELACC11-12SL1: <b>Initiate and participate</b> effectively in a range of <u>collaborative discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, <b>building</b> on others' ideas and <b>expressing</b> their own clearly and <u>persuasively</u> .		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Initiate discussions  *Participate in discussions  *Building on other's ideas  *Express ideas	*Collaborative discussions	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Steps for collaborative discussion  *Discussion protocol		*How do I share my ideas with a group?
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ELACC11-12RL1: <b>Cite</b> strong and thorough <u>textual evidence</u> to <b>support</b> analysis of what the text says <u>explicitly as well as inferences</u> drawn from the text, including determining where the text leaves matters uncertain.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Cite  *Support	*Textual evidence  *Explicit and inferential text meaning	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Modes of Discourse Explicit/Implicit Details Inferences Summary Text Citations (MLA) Bias		How do authors convey meaning through their writing?  How do I give credit to sources for my writing?
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ELACC11-12RI6: <b>Determine an author’s point of view</b> or purpose in a text in which the rhetoric is particularly effective, <b>analyzing how style and content</b> contribute to the power, <u>persuasiveness</u> , or beauty of the text.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
*Determine point of view  *Analyze style and content	*point of view  *use of persuasion	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Style Bias Persuasion Point of View Purpose		How does an author present his/her own perspective in their writing?  How does that affect the response of the reader?  What affects the word choice of an author?
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ELACC11-12RI7: <b>Integrate</b> and <b>evaluate</b> multiple sources of information presented in different <b>media or formats</b> (e.g., visually, quantitatively) as well as in words in order to <b>address a question</b> or <b>solve a problem</b> .		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Integrate  *Evaluate  *Address questions  *Solve problems	*Media formats  *Multiple sources  *Research techniques	*Level 3  *Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Research Question Bias Style Media Formats		How can multiple sources be used to draw conclusions?
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