

GRADES 11-12 RESOURCE PACKET

**GPB LIVE-STREAMING
PROFESSIONAL LEARNING
FEBRUARY 1, 2012
2:00 PM TO 4:00 PM**

Common Core Georgia Performance Standards

**Grades 11-12 Sample Instructional Unit
Grades 11-12 Sample Text Complexity Rubric
Grades 11-12 Sample Performance Rubrics and Graphic Organizer
Grade-level CCGPS Standards
Teacher Guidance Document, Selected Pages
Grade 11 Curriculum Map
Grade 12 Curriculum Map
Resource Locator with Glossary
Professional Learning PowerPoint (downloaded separately)**



CCGPS UNIT PLANNING GUIDE

PART I: UNIT OVERVIEW, GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

Consult grade-level curriculum maps for guidance on reading/writing focus for each unit
After completing planning guide, use Part II of this template to create instructional tasks

Reading Focus: Informational	Theme and Texts
<p>1 extended text 9 thematically connected short texts: 5 short texts from American Lit 4 short informational texts including primary and secondary source documents from U.S. history</p> <p>ELACCRL1-RL10 ELACCR11- RI10</p>	<p>The Individual and Society: Exploring a New Frontier (Romanticism/Transcendentalism/Anti-Transcendentalism/Gothicism/Poetry)</p> <p>EXTENDED TEXT: <u>Walden</u>, by Henry David Thoreau</p> <p>SHORT TEXTS LITERARY:</p> <p>"The Devil and Tom Walker," Washington Irving</p> <p>Poem Set One: "The Tide Rises, The Tide Falls," H. W. Longfellow; "Thanatopsis," William Cullen Bryant; "Snowbound," John Greenleaf Whittier, "The Snow Storm," Ralph Waldo Emerson</p> <p>Poem Set Two: "Because I Could Not Stop for Death," "I Heard a Fly Buzz When I Died," "There's a Certain Slant of Light," "Water is Taught by Thirst," Emily Dickinson; "Song of Myself," "When I Heard the Learn'd Astronomer," "By the Bivouac's Fitful Flame," "Oh Captain, My Captain," Walt Whitman</p> <p>"The Masque of the Red Death," Edgar Allan Poe</p> <p>"Annabel Lee" (poem), Edgar Allan Poe</p> <p>"Dr. Heidegger's Experiment," Nathaniel Hawthorne</p> <p>"Bartleby the Scrivener," Herman Melville</p> <p>SHORT TEXTS INFORMATIONAL:</p> <p>"Commission of Meriwether Lewis," Thomas Jefferson, http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html</p> <p>"Crossing the Great Divide," Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p> <p>"The Narrative of Sojourner Truth" http://xroads.virginia.edu/~HYPER/TRUTH/toc.html</p> <p>Self Reliance, Ralph Waldo Emerson http://www.emersoncentral.com/selfreliance.htm</p>

"The Gettysburg Address," Abraham Lincoln
<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

VISUAL/OTHER TEXTS:

On "The Devil and Tom Walker"
<http://www.wiziq.com/tutorial/50453-The-Devil-and-Tom-walker>

About the Fireside Poets:
Henry Wadsworth Longfellow, John Greenleaf Whittier, Oliver Wendell Holmes, James Russell Lowell, and William Cullen Bryant (with poem samples)
<http://www.poets.org/viewmedia.php/prmMID/5654>

Virtual Tour of Walden
<http://www.baycircuit.org/vtourwalden.html>

The Scarlett Letter, (film) 1995 R: MA *from Nathaniel Hawthorne's 1850 novel*

The Imagery of Romanticism
<http://www.wiziq.com/tutorial/235-American-Romanticism>

About Emily Dickinson (PPT):
http://mysite.cherokee.k12.ga.us/personal/tammy_silvers/site/Subject%201%20Notes/1/Emily%20Dickinson.ppt

<http://easthollywoodenglish.files.wordpress.com/2007/10/dickinson-bio.ppt>

About Walt Whitman (PPT):
<http://www.wsu.edu/~campbelld/powerpoint/whitmanpres.ppt>

<http://osbornehighschool.typepad.com/files/walt-whitman.ppt>

Gettysburg Primary Source Documents and Photographs:
<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

Office Space, (film), 1999, *modern treatment of Melville's "Bartleby the Scrivener," selected excerpts (film carries an R rating)*

Gettysburg Primary Source Documents and Photographs:
<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>

Writing Focus: Informative / Explanatory	Prompts/Topics
Assessment Tasks <i>Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must provide strong and logical support, based solidly in text, for claims.</i>	
3 informative/explanatory writing connected to reading 1 argumentative/opinion analysis writing connected to reading ELACCW1-2/4-10	<p>INFORMATIVE/EXPLANATORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and <u>The Scarlet Letter</u>, by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2 page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society</p> <p>INFORMATIVE/EXPLANATORY: We have explored the first four chapters of <u>Walden</u>, wherein Thoreau speaks of living a simple life outside the pull of society’s distractions and false economies. We have also explored the work of Thoreau’s mentor Emerson and the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.</p> <p>ARGUMENT: After reading the anti-transcendentalist short stories “Bartleby the Scrivener,” by Herman Melville, and “Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?</p> <p>INFORMATIVE/EXPLANATORY: We have considered many American visions of independence and identity:</p> <ul style="list-style-type: none"> • the frontier spirit exemplified by Meriwether Lewis and Thomas Jefferson • the alienation of nature and passion from orderly society as exemplified by <u>The Scarlet Letter</u> • the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside Poets • Lincoln’s vision of a united union • Sojourner Truth’s reflections on human worth and dignity and the rights of women • The groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America <p>Using the texts of your choice from this unit to inform you thought, consider the points set forth in the article you will</p>

	<p>be provided for this article entitled “American Romanticism: The Basic Concepts.” Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the precise ways in which the examples you provide correlate with the article’s assertions.</p>
Additional Standards Focus for Grade/Unit/Module: Skill Building Tasks	
<p>Narratives to convey experiences</p> <p>ELACCW3</p>	<p>Module 2: After studying the work of the Fireside Poets, including the diction, imagery, structure, meter, and style, think about your own attitudes towards the ideals of Romantic poetry (your relationship to nature, ideas about spirituality and relationship to the divine, dwelling in the city as opposed to the county, the nature of ownership and greed, etc.). Compose a poem of significant length (aim for about 1 page, 4-5 complete stanzas) that identifiably mimics the elements listed above of the original poem, but that conveys your own personal feelings on the topic. Be prepared to orally defend your poem and explain each of the ways in which it correlates to the original.</p> <p>Module 3: After reading “Annabel Lee” and “The Masque of the Red Death,” by Edgar Allan Poe, consider what you have learned about the imagery used in establishing setting in Gothic works of American literature. Construct a short story (2-3 pages in length minimum) that illustrates your knowledge of these classic elements.</p>
<p>Research connection(s) Brief or sustained inquiries related to the texts or topics</p> <p>ELACCW7, 8, 9</p>	<p>Suggested topics:</p> <ul style="list-style-type: none"> • Biographies of selected authors • Historical context of selected texts • Superstition and the supernatural in 19th century America • Industrialization and westward expansion in 19th century America • Civil War/Slavery/Underground Railroad • War of 1812, Mexican War • Antecedents of American Romanticism (European Romanticism or Rationalism/Classicism)
<p>Routine writing Notes, summaries, process journals, and short responses across all genres</p> <p>ELACCW1-10</p>	<p>Suggested integration (diaries, exit slips, brief response, journal, etc.):</p> <ul style="list-style-type: none"> • Reader response journals • Diary in character • Correspondence to author/character • Journalism in historical context • Book review/prediction • Writing exercises in author style/voice
<p>Language Integration Grammar ELACCL1-3 *Note: these standards are abbreviated for ease of use; please refer to your</p>	<p>Ideas/Tasks for Integration</p>

L1: Command of standard English grammar and usage, including changes through time and contested usages	<ul style="list-style-type: none"> • Writing and presentation rubrics contain appropriate focus on usage • Use texts from unit (1824 - 1860) in comparison and contrast with modern texts to discuss changes of English usage over time and to discuss how language is evolving now
L2: Command of capitalization, punctuation, and spelling with focus on a. hyphenation b. legibility	<ul style="list-style-type: none"> • Writing rubrics contain appropriate focus on conventions • Include explicit instruction on the rules of hyphenation; find examples in texts • Add rubric dimension for legibility of handwritten pieces
L3: Contextual language use, with focus on a. varying syntax for effect	<ul style="list-style-type: none"> • Compare and contrast diction in pieces of varying time periods and purposes; especially informational text versus literary text (compare diction and syntax in the “Commission of Meriwether Lewis” to the diction and syntax of “Thanatopsis,” for example, examining how audience and purpose influences word choice) • Compare and contrast syntax in works by different authors; for example Poe’s syntax varies markedly from that of Hawthorne, and Lincoln’s syntax in the Gettysburg address is interesting for its conciseness as opposed to the conversational style of Thoreau in Walden • Students can experiment with syntax by varying it purposefully in a narrative piece to determine the effect of the variations
Language Integration Vocabulary ELACCL4-6	Ideas/Tasks for Integration
L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases using a. context and c./d. reference materials b. Patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<ul style="list-style-type: none"> • Historical texts typically provide numerous opportunities to explore unknown vocabulary and antiquated usages; look for these opportunities in texts • Students should include unknown vocabulary in their annotations • The standards include proactive acquisition of new vocabulary; expect students to explore new words on their own, especially reinforcing the use of context for interpretation • Patterns of words changes are often most important when determining correct usage; students may use the incorrect form of a word, especially an academic or domain-specific word; these provide teachable moments • Explicit instruction in word patterns may be included in instruction if necessary
L5:ELACC11-12L5: Figurative language, word relationships, and nuances (especially among words with similar denotations, such as “cute” and “pretty”)	<ul style="list-style-type: none"> • Figurative language and connotation will be enormously important in the interpretation of literature from the Romantic and Transcendental periods; in reviewing each text locate opportunities for explicit instruction • Require students to use figurative and connotative language effectively in their own writing, especially in the two narrative opportunities in the unit; may be included in the rubrics as focus items • Provide explicit instruction on the types of figurative language if necessary, including some of the more advanced concepts such as synecdoche and metonymy
L6: General academic and domain-specific words and phrases that demonstrate college/career readiness; gather vocabulary independently as well as in academic setting	<ul style="list-style-type: none"> • Require appropriate academic and domain-specific word choices in both written and spoken formats when the occasion calls for it • Require independent exploration of unknown vocabulary in the annotation process • Anticipate opportunities to identify interesting vocabulary in the texts as they are read

Speaking and Listening ELACCSL1-6	Ideas/Tasks for Integration
<p>SL1: Collaborative discussions</p> <p>a. Adequate preparation</p> <p>b. Work with peers (goals, deadlines, planning)</p> <p>c. Propel conversations by posing and responding</p> <p>d. Diverse perspectives, synthesize and analyze claims, resolve contradictions, define further research</p>	<ul style="list-style-type: none"> • Assessment Task #2, exploring the Romantic's vision of the "ideal man" and the "ideal life" will be assigned as a group or pair project and will be presented in an academic conference format including multimedia components; this will include group goal setting, planning, appropriate collegiate behavior, and the incorporation of diverse perspectives • The study of the poetry of Whitman and Dickinson provides an opportunity to talk about diversity of perspective (gender/power/point of view) as does the comparison of Sojourner Truth's life experience as a woman of color during the time of slavery with a person on the other side of that economy, such as Thomas Jefferson.
<p>SL2: Integrate and evaluate multiple sources of information presented in diverse formats</p>	<ul style="list-style-type: none"> • Assessment Tasks 1-4 (with a focus on the Culminating Assessment Task in Module 4 that requires synthesis of a fourth document at the time of writing)
<p>SL3: 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.</p>	<ul style="list-style-type: none"> • Students will evaluate the presentations of their peers in Assessment #2 • Students will evaluate the "Gettysburg Address" • Students will evaluate Jefferson's "Commission of Meriwether Lewis"
<p>SL4: 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 or formal and informal tasks.</p>	<ul style="list-style-type: none"> • Assessment Task #2, group presentation
<p>SL5: 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.</p>	<ul style="list-style-type: none"> • Assessment Task #2, group presentation
<p>SL6: 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 for specific expectations.)</p>	<ul style="list-style-type: none"> • Compare and contrast diction in pieces of varying time periods and purposes; especially informational text versus literary text (compare diction and syntax in the "Commission of Meriwether Lewis" to the diction and syntax of "Thanatopsis," for example, examining how audience and purpose influences word choice) • Students will demonstrate adaptation of speech to task in informal class discussion, formal academic presentation, and narrative writing

The standards above represent material that must be conveyed to students in this instructional unit. After brainstorming ideas for each category, proceed to Part II of the planning template, where you will create tasks that integrate the standards into appropriate instructional activities. Read the standards recommended for each section and use the Text Complexity Rubric to ensure that all text choices are appropriately rigorous. The unit is not limited to the texts you choose, but these will represent a minimum.



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

PART II: STANDARDS-BASED TASK PLANNER, MODULE 1

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 1: integrating reading selections from the unit into a writing task

INFORMATIVE/EXPOSITORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and The Scarlet Letter, by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2-page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society.

ESSENTIAL QUESTION

Why do cultural and artistic movements tend to push against preceding movements in a dichotomous fashion instead of a complementary fashion?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Pre-reading, activating background knowledge

TASK: PowerPoint on American Literary movements/annotation

STRAND	STANDARD	<ul style="list-style-type: none"> Through PPT, Prezi, or discussion, examine the American literary movements that preceded Romanticism (to include Gothic and Transcendental literature) Define elements of Romanticism: the move away from the intellect of classicism and rationalism and toward heart and emotion Have students take notes using a formal system such as Cornell Notes, double-entry journal, outline, etc.; explicit instruction should be provided on note-taking as necessary Establish requirements for formally or informally annotating texts throughout unit
Reading	ELACC11-12RL/10 ELACC11-12RL/12	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL3	
Language		
NETS	NETS1c, 2a	

SKILL/CONCEPT: Historical context, elements of Romanticism

TASK: Examine primary source documents/elements of Romanticism

STRAND	STANDARD	<ul style="list-style-type: none"> Discuss Andrew Jackson and the “Common Man” as integral to the Romantic vision and the movement away from wealth, prestige, accumulation of things, and the rule of rationality over heart and emotion
Reading	ELACC11-	

	12RL/RI 3	http://www.ushistory.org/us/24a.asp
Writing	ELACC11-12W8, W9	<ul style="list-style-type: none"> Review Romantic imagery as a way to describe the Romantic sensibility The Imagery of Romanticism
Speaking and Listening	ELACC11-12SL2, SL3	http://www.wiziq.com/tutorial/235-American-Romanticism <ul style="list-style-type: none"> Have students preview/skim the texts of Jefferson's "Commission" and Lewis' "Crossing," understanding that one is the antecedent of the other
Language	ELACC11-12L4, L5	"Commission of Meriwether Lewis," Thomas Jefferson, http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html
NETS	NETS1c, 2a	<p>"Crossing the Great Divide," Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p> <ul style="list-style-type: none"> Require students to locate imagery in these pieces in their initial skim; items to note will be that Lewis' breathless descriptions of the Grand Canyon contain a great deal of Romantic imagery, while the Commission does not; this is an opportunity to discuss the differences in speech for different audiences and purposes, as well as the development of the uniquely American spin on Romantic vision of nature that came from westward expansion <p><i>Homework: A close reading with annotation of Jefferson's "Commission" noting unknown words</i></p>
SKILL/CONCEPT: Close reading of informational text		
TASK: Collaborative Discussion Lewis/Jefferson, group close reading		
STRAND	STANDARD	<ul style="list-style-type: none"> Discuss "Commission of Meriwether Lewis," Thomas Jefferson http://www.library.csi.cuny.edu/dept/history/lavender/jefflett.html
Reading	ELACC11-12RI2, RI7	
Writing	ELACC11-12W8, W9	<ul style="list-style-type: none"> Review historical context: industrialization and westward expansion Discuss unknown vocabulary, use context to decipher Begin reading as a class:
Speaking and Listening	ELACC11-12SL2, SL3	<p>"Crossing the Great Divide," Meriwether Lewis, http://america.library4history.org/VFW-1803-1820/AMERICA-1812-Before-and-After/GREAT-DIVIDE.html</p>
Language	ELACC11-12L4, L5, L6	<ul style="list-style-type: none"> Require reader response: how do you think westward expansion influenced the ideals of romanticism?
NETS	NETS1c, 2a	<i>Homework: complete close reading and annotation of "Crossing..." noting unknown words</i>
SKILL/CONCEPT: Pre-reading, author bio, close reading		
TASK: Lecture, notes, group close reading		
STRAND	STANDARD	<ul style="list-style-type: none"> Present biography of Washington Irving pre-reading On "The Devil and Tom Walker"
Reading	ELACC11-12RL2, RL3	http://www.wiziq.com/tutorial/50453-The-Devil-and-Tom-walker
Writing		
Speaking and	ELACC11-12SL2, SL3	<ul style="list-style-type: none"> Begin "The Devil and Tom Walker" Conduct end of class discussion - elements of romanticism in "The Devil and Tom Walker"

Listening		<i>Homework: Complete “The Devil and Tom Walker” for homework with annotation (Provide worksheet that gives guidelines of romantic elements - have students identify those elements in the second half of their reading; worksheet provided in this document)</i>
Language	ELACC11-12L1	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Literary era		
TASK: Foundational concepts of Romanticism		
STRAND	STANDARD	<ul style="list-style-type: none">Discuss homework results: elements of romanticism in Tom WalkerDiscuss the etiology of those elements in a refusal of classicism and in the romantic nature-loving notions of the frontierRequire mini-literary analysis on “The Devil and Tom Walker”: How does Irving employ diction, syntax, tone, imagery, and figurative language? What is the overall affect achieved? <i>Allow students to attempt this analysis on their own - it will be reviewed in the context of re-teaching the terms in the next task</i>
Reading	ELACC11-12RL9, RL5	
Writing	ELACC11-12W9, W4	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12L1, L2, L5	
NETS		
SKILL/CONCEPT: Literary elements		
TASK: Use mini-analyses to assess understanding of literary terms		
STRAND	STANDARD	<ul style="list-style-type: none">Review basic literary terms used in analysis: Diction, syntax, tone, figurative language, imagery, audience, purposeModel examples of each from texts under consideration and construct an informal rubricHave students work in pairs to review their literary analyses, providing a grade by their rubricPerform a check notes and annotations - discuss legibility in notes
Reading	ELACC11-12RL4	
Writing		
Speaking and Listening		
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Pre-reading/Activate background knowledge		
TASK: Visual text, annotation		
STRAND	STANDARD	<ul style="list-style-type: none">Introduce Nathaniel Hawthorne, give back ground info on <u>The Scarlet Letter</u> (Hawthorne’s connection to Salem) Several PPTs available on line; here is an example: <ul style="list-style-type: none">http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=4&ved=0CDsQFjAD&url=http%3A%2F%2Fteacher.kent.k12.wa.us%2Fkentridge%2Fnsunkleinberger%2Fdocuments%2Fnathaniel_hawthorne_biography.ppt&e_i=ocYdT6WnHYqEsALB6onjCw&usq=AFQjCNGuNcqsL3Uwk71w7JpO_myfCnbCow&sig2=PJDvHxaW7AXRhEETc5BkBA
Reading	ELACC11-12RL7	
Writing	ELACC11-12W2, W9,	
Speaking and	ELACC11-12SL1, SL2	

Listening		<ul style="list-style-type: none">View film - Part I (students will take notes; provide guidance on what to include in notes) <p><i>Homework: - identify Hawthorne’s audience and purpose; compare speech usage in text and movie</i></p>
Language	ELACC11-12L3, L4	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Comparing written and visual text		
TASK: Scarlet Letter film clip with text		
STRAND	STANDARD	<ul style="list-style-type: none">Provide text version of 1st part of today’s viewingWatch Part II of <u>The Scarlet Letter</u>, guiding students to examine the relevant text excerpt along with the correlating filmDiscuss, write compare/contrast of film text - discuss audience purposes, and choices
Reading	ELACC11-12RL7	
Writing	ELACC11-12W2, W8, W9	
Speaking and Listening	ELACC11-12SL2	
Language	ELACC11-12L1, L2	
NETS	NETS1c	
SKILL/CONCEPT: Visual text, literary era, analysis		
TASK: Elements of Romanticism, analysis of supernatural		
STRAND	STANDARD	<ul style="list-style-type: none">Conclude viewing <u>The Scarlet Letter</u>Review evolution of Romantic ideals:<ul style="list-style-type: none">* leaving rationalism behind*dirty cities/industrialization*westward expansion and embracing of nature*with scarlet we have introduction of elements of supernaturalUsing evidence from text - attempt to identify how the author employed elements of the supernatural and why these elements might be important in romanticism (1/2 - 1 page in class reader response/or homework)
Reading	ELACC11-12RL9, RL7, RL5	
Writing	ELACC11-12W9, W8, W4	
Speaking and Listening	ELACC11-12SL2	
Language	ELACC11-12L1, L2, L4, L5	
NETS		
SKILL/CONCEPT: Rubric review, reading a prompt effectively		
TASK: Collaborative discussion and review of rubric elements, deconstruct the assessment prompt		
STRAND	STANDARD	<ul style="list-style-type: none">Place the prompt for this culminating writing task (see above) on chart paper or smart boardLead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessmentExamine the vocabulary of the prompt and share student models of good work
Reading		
Writing	ELACC11-12W4, W5	

Speaking and Listening	ELACC11-12SL1	<ul style="list-style-type: none">• Provide worksheets and copies of the 11th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment• Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion• Have students brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)• Provide explicit instruction on hyphenation: hyphens are a specific conventions-focus in grades 11 and 12; provide instruction on the conventions of hyphen usage - extra credit for text examples of hyphenation• Require students to use hyphenation correctly (and to proactively use an example) in their assessment for this module
Language	ELACC11-12L1, L2	
NETS		
SKILL/CONCEPT: Pre-writing, note-check		
TASK: Peer review, note recovery, how to annotate		
STRAND	STANDARD	<ul style="list-style-type: none">• Allow students to consult their notes and annotations during the writing assessment - conduct a notebook check (including a peer exchange if desired) for note completeness and quality• Conduct notebook check (legibility focus)• Conduct annotation review: use results of notebook check to provide information on what good notes look like, show good student examples; allow students to “jigsaw” to get missing notes from one another as desired before the assessment• Conduct group discussion of topics relevant to assessment; begin pre-writing
Reading		
Writing	ELACC11-12W9, W8	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12	
NETS		
SKILL/CONCEPT: Through assessment - Informational writing		
TASK: Informative writing prompt, elements of Romanticism		
STRAND	STANDARD	<p>In 2 pages, students will use texts and notes to address the following prompt:</p> <p>INFORMATIVE/EXPLANATORY: The elements of the Romantic movement in American Literature are well represented in “The Devil and Tom Walker,” by Washington Irving and <u>The Scarlet Letter</u>, by Nathaniel Hawthorne. Both pieces use imagery from nature, contain elements of the supernatural, and explore the counterbalance of human passions against the rules of society. In a 2-page character analysis focusing either on the character or Tom Walker OR the character of Hester Prynne, use evidence from the text to explore the ways in which the character exemplifies the Romantic depiction of the individual at odds with the strictures of society. Alternatively, you may use evidence from both texts to construct a comparison and contrast of the ways in which these two characters exemplify the Romantic depiction of the individual at odds with the strictures of society.</p>
Reading	ELACC11-12RL5, RL4, RL3, RL1	
Writing	ELACC11-12W2, W4, W5, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2L6, L5	
NETS		



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

PART II: STANDARDS-BASED TASK PLANNER, MODULE 2

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 2: integrating reading selections from the unit into a writing task

INFORMATIVE/EXPOSITORY: We have explored the first four chapters of Walden, wherein Thoreau speaks of living a simple life outside the pull of society's distractions and false economies. We have also explored the work of the Thoreau's mentor Emerson and the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.

ESSENTIAL QUESTION

Do Thoreau's ideas about a simple life have resonance with the needs of individuals in American society today?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Author biography, pre-reading

TASK: Writing portfolio review, PPT on Emerson, collaborative discussion

STRAND	STANDARD	<ul style="list-style-type: none"> Update writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> Provide background information: Self Reliance, Ralph Waldo Emerson http://www.emersoncentral.com/selfreliance.htm Conduct discussion: How did Emerson inform Thoreau's philosophy?
Reading	ELACC11-12RI7, RI	
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1, SL2	
Language		
NETS	NETS1c, 2a	

SKILL/CONCEPT: Close reading, informational text

TASK: Group close reading of "Self Reliance," literary analysis

STRAND	STANDARD	<ul style="list-style-type: none"> Conclude close group reading of "Self Reliance" Review literary elements: <ul style="list-style-type: none"> Diction Syntax Tone
Reading	ELACC11-12RI2, RI3, RI6	
Writing	ELACC11-12W9, W2	

Speaking and Listening		<div>Figurative Language Imagery Symbolism</div> <ul style="list-style-type: none">Have students create a rhetorical précis on “Self-Reliance”Introduce Thoreau as a student and mentee of Emerson
Language		
NETS	NETS1c, 2a	
SKILL/CONCEPT: Pre-reading, background knowledge		
TASK: Virtual tour of Walden Pond, group close reading		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct virtual Tour of Walden http://www.baycircuit.org/vtourwalden.htmlBegin close group reading of <u>Walden</u> with Part I: “Economy”Identify Thoreau’s audience and purposeHave students annotate with special attention to unfamiliar vocabulary and figurative languageHave students attempt to identify the ways in which Thoreau reflects the influence of Emerson
Reading	ELACC11-12RI2, RI3, RI7	
Writing	ELACC11-12W9	
Speaking and Listening		
Language	ELACC11-12L4	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Poetry/Romantic poets		
TASK: Fireside Poets background, meter, rhyme scheme		
STRAND	STANDARD	<ul style="list-style-type: none">Provide introduction to Fireside Poets <p>About the Fireside Poets: Henry Wadsworth Longfellow, John Greenleaf Whittier, Oliver Wendell Holmes, James Russell Lowell, and William Cullen Bryant (with poem samples) http://www.poets.org/viewmedia.php/prmMID/5654</p> <ul style="list-style-type: none">Conduct group close reading of “The Tide Rises, The Tide Falls,” H. W. Longfellow; literary elements, figurative language (meter, rhyme scheme) <p><i>Homework: create a one page biography of one of the Fireside Poets</i></p>
Reading	ELACC11-12RL3, RL2, RL1	
Writing	ELACC11-12W7	
Speaking and Listening	ELACC11-12SL3	
Language	ELACC11-12L1, L2, L5	
NETS	NETS1c, 2a	
SKILL/CONCEPT: Literary analysis		
TASK: Close reading of <u>Walden</u> Part 2		
STRAND	STANDARD	<ul style="list-style-type: none">Begin close group reading of <u>Walden</u> with Part 2: “Where I Lived, and What I Lived For”Engage in discussion of literary elements: Diction Syntax
Reading	ELACC11-12RL1, RL2	
Writing	ELACC11-	

	12W9	Tone Figurative Language Imagery <ul style="list-style-type: none">Compare Thoreau’s developing vision with the Fireside Poets’ vision <i>Homework: Read “Snowbound,” John Greenleaf Whittier, “Complete soapstone write an echo poem</i>
Speaking and Listening	ELACC11-12	
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Romantic poets / narrative writing		
TASK: SOAPSTone, poetry analysis, narrative prompt		
STRAND	STANDARD	<ul style="list-style-type: none">Share and discuss echo poemsComplete SOAPSTone (in pairs) on peer’s poemsConduct close reading of “The Snow Storm,” Ralph Waldo Emerson<ul style="list-style-type: none">*Meter, rhyme scheme, imagery, figurative languageEach 9 week 11th grade unit should include 1 or 2 opportunities for narrative writing. During this class period students will write a narrative piece on the following prompt: <p>After studying the work of the Fireside Poets, including the diction, imagery, structure, meter, and style, think about your own attitudes towards the ideals of Romantic poetry (your relationship to nature, ideas about spirituality and relationship to the divine, dwelling in the city as opposed to the county, the nature of ownership and greed, etc.). Compose a poem of significant length (aim for about 1 page, 4-5 complete stanzas) that identifiably mimics the elements listed above of the original poem, but that conveys your own personal feelings on the topic. Be prepared to orally defend your poem and explain each of the ways in which it correlates to the original.</p>
Reading	ELACC11-12RL1, RL2, RL3	
Writing	ELACC11-12W3, W4, W5	
Speaking and Listening	ELACC11-12SL1	
Language	ELACC11-12L1, L2, L6, L5	
NETS		
SKILL/CONCEPT: Romanticism		
TASK: Using graphic organizer to identify genre elements		
STRAND	STANDARD	<ul style="list-style-type: none">Begin close group reading of <u>Walden</u> with Part 3: “Sounds and Solitude”Identify elements of Romanticism in the text using the Romantic Elements Graphic Organizer
Reading	ELACC11-12RL1, RL2, RL5	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		
SKILL/CONCEPT: Collaborative presentation		

TASK: Choose group members, review assessment requirements		
STRAND	STANDARD	<ul style="list-style-type: none">Have students choose partners/teams for their culminating assessmentReview the prompt for this presentation and discuss specifics and parameters with students; allow them to review the basic rubric and work together to craft the rubric to sharpen or move focus as desiredNote that the rubric will contain a points-focus on grade-level specific conventions and grammar focusesHave students brainstorm on the focus of their presentation, set goals, plan, assign tasks, decide on technology and timeline, and complete any other work necessary to being prepared to present for the culminating assessmentHave students compare notes as they plan, considering each text presented in the set <p>INFORMATIVE/EXPLANATORY: We have explored the first three chapters of <u>Walden</u>, wherein Thoreau speaks of living a simple life outside the pull of society’s distractions and false economies. We have also explored the work of the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life.</p>
Reading		
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12SL1, SL2, SL3, SL5	
Language	ELACC11-12L1, L2, L6	
NETS	NETS2a,b, 3a,b,c,d	
SKILL/CONCEPT: Poetry analysis		
TASK: “Thanatopsis,” William Cullen Bryant		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct close group reading and analysis “Thanatopsis,” William Cullen Bryant;Examine meter, rhyme scheme; complete SOAPSToneConduct close reading - write analysis in class <p><i>Homework: Reading <u>Walden</u> with Part 4: Visitors, work on group projects independently</i> <i>Provide a summary without bias</i></p>
Reading	ELACC11-12RL1, RL2, RL5	
Writing	ELACC11-12W2, W9, W4	
Speaking and Listening	ELACC11-12SL1, SL2	
Language	ELACC11-12L5	
NETS		
SKILL/CONCEPT: Deconstruction of writing prompt/assessment preview		
TASK: Examine through assessment prompt, create peer review worksheet		
STRAND	STANDARD	<ul style="list-style-type: none">Place the prompt for this culminating writing task (see above) on chart paper or smart boardLead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessmentExamine the vocabulary of the prompt and share student models of good workProvide worksheets and copies of the 7th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignmentProvide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussionReview the grammatical concepts included in this study and make sure they are meaningfully included in the rubricStudents, back in their groups, will brainstorm a check-list of peer review items; that is, what should you check your
Reading		
Writing	ELACC11-12W4	
Speaking and Listening	ELACC11-12SL1, SL2	
Language	ELACC11-12L6	
NETS		

		paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check for passive voice; check that all items are backed up by evidence and that evidence is properly cited, etc.)
SKILL/CONCEPT:		
TASK:		
STRAND	STANDARD	STUDENT PRESENTATIONS: We have explored the first four sections of <u>Walden</u> , wherein Thoreau speaks of living a simple life outside the pull of society’s distractions and false economies. We have also explored the work of the Fireside Poets on similar themes. Together these works define the Romantic vision of the natural man, living by his intuition and in tune with nature. Using evidence from the texts, explore the Romantic vision of an ideal man and an ideal life. <ul style="list-style-type: none">Day one of group presentations with peer review and evaluation
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4, SL5, SL6	
Language	ELACC11-12L1, L2	
NETS	NETS2a,b, 3a,b,c,d	
SKILL/CONCEPT:		
TASK:		
STRAND	STANDARD	<ul style="list-style-type: none">Day two of group presentations with peer review and evaluation
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4, SL5, SL6	
Language	ELACC11-12L1, L2	
NETS	NETS2a,b, 3a.b.c.d	



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

PART II: STANDARDS-BASED TASK PLANNER, MODULE 3

Use this template to plan individual tasks designed to scaffold the skills taught in the unit. Each major Culminating Assessment will be supported by all necessary Skill Building Tasks. Integrate all the activities brainstormed in Part I within your Skill Building Tasks, using the check boxes on Part I to ensure recursive inclusion of all items. Refer to your grade-level curriculum map to determine the number of assessments appropriate for your unit. Each Assessment Task should have several Skill Building Tasks.

ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

ARGUMENT: After reading the anti-transcendentalist short stories “Bartleby the Scrivener,” by Herman Melville, and “Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?

ESSENTIAL QUESTION

Is the anti-transcendentalist point of view a more estimation or less valid estimation of the reality of human experience than the Transcendentalist point of view?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Portfolio maintenance, unit review

TASK: Writing workshop, student samples, unit review

STRAND	STANDARD	<ul style="list-style-type: none"> Conduct review of writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> Share student examples Review Romantic/Transcendentalist ideals Review <u>Walden</u> Parts 1-4 <p><i>Extra credit research opportunity: interest in the supernatural in 19th century America</i></p>
Reading	ELACC11-12RL1, RL9	
Writing	ELACC11-12W4, W5	
Speaking and Listening		
Language		
NETS		

SKILL/CONCEPT: Sub-genres of Romanticism

TASK: Explore Gothic and Anti-transcendentalist literature

STRAND	STANDARD	<ul style="list-style-type: none"> Introduce offshoots of Romanticism and Transcendentalism: Discuss Gothicism - a subgenre of romanticism incorporating some elements and exaggerating others - countryside, darkness, emotion, supernatural elements, rich imagery Discuss Anti-transcendentalism: In human discourse, ideas tend to illicit their opposites. Transcendentalists believed
Reading	ELACC11-12RL1, RL9	
Writing		
Speaking	ELACC11-	

and Listening	12SL3	<p>inherent goodness of both man and nature and was quickly followed by an “anti-transcendentalist” movement that seemed to argue that nature could be destructive and arbitrary and that people could be malevolent and brutish.</p> <ul style="list-style-type: none">Conduct close reading “Annabel Lee” (poem), Edgar Allan Poe - close analysis <p><i>Homework: Create shadow poem modeled on the meter, rhyme scheme, structure, and gothic style of Poe’s “Annabel Lee”</i> Read <u>Walden</u> 5-6</p>
Language		
NETS		
SKILL/CONCEPT: Group close reading and analysis		
TASK: Analysis of <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none">Review of <u>Walden</u>, Parts 1-6; discuss themes, author’s purpose and audienceDiscuss: As we continue through <u>Walden</u> concurrently as we explore the entire Romantic oeuvre, what resonances do we find with the spirit of the times and the Romantic Movement in general?Discuss Thoreau’s style: diction, syntax, and figurative language specificallyConduct group read-aloud Walden Part 7: Blake Farm; this chapter is very interesting in that Thoreau portrays himself as attempting to win a “convert” to his philosophy of simplicity and frugality, but he is unable to persuade farmer Blake that the transcendentalist ideals are worthy - why would Thoreau dedicate a chapter to this failure?
Reading	ELACC11-12RL1, RL2, RL3, RL5	
Writing		
Speaking and Listening	ELACC11-12SL1, SL2	
Language		
NETS		
SKILL/CONCEPT: Comparison and contrast of sub-genres		
TASK: Group close reading of “The Masque of the Red Death” with style comparison to <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct group close reading of “The Masque of the Red Death”Compare diction and syntax with <u>Walden</u>, discuss audience and purposeProduce ½ to 1 page comparison and contrast of literary elements in each
Reading	ELACC11-12RL1, RL4, RL9	
Writing	ELACC11-12W2, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2, L5	
NETS		
SKILL/CONCEPT: Narrative writing		
TASK: Response to narrative prompt re: Poe		
STRAND	STANDARD	<ul style="list-style-type: none">Each 9 week 7th grade unit should include 1 or 2 opportunities for narrative writing. During this class period students will write a narrative piece on the following prompt:
Reading	ELACC11-12RL5	

Writing	ELACC11-12W3, W4, W5	After reading “Annabel Lee” and “The Masque of the Red Death,” by Edgar Allan Poe, consider what you have learned about the imagery used in establishing setting in Gothic works of American literature. Construct a short story (2-3 pages in length minimum) that illustrates your knowledge of these classic elements. <i>May be done as homework if desired.</i>
Speaking and Listening		
Language	ELACC11-12L1, L2, L5, L6	
NETS		
SKILL/CONCEPT: Gothic narrative		
TASK: Writer’s workshop, collaborative discussion, close reading		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct writers’ workshop with Gothic narrativesHave students create a narrative peer review worksheet; facilitate discussion on items to look for in this workDiscuss Anti-transcendentalists, their rationale and push back against what they perceived as the unrealistic optimism of TranscendentalismConduct independent close reading of “Dr. Heidegger’s Experiment” (may be completed for homework if necessary)Identify Anti-transcendentalist elements and examine Hawthorn’s audience, purpose, and style
Reading	ELACC11-12RL1, RL2	
Writing	ELACC11-12W4, W5, W9	
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		
SKILL/CONCEPT: Comparison of visual and written text		
TASK: View “Office Space” clips along with reading of “Bartleby the Scrivener”		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct collaborative discussion of modern film treatments of classic texts; activate background knowledge, discuss examples; what kinds of changes are usually made to modernize or make accessible a classic text?Introduce the outline of Bartleby so that students are somewhat acquainted with the ideas; provide some background information on Melville (short discussion of Moby Dick would be warranted here - students should certainly have passing familiarity with this text. It may be offered as an independent thematic reading for this unit)Show selected clip from “Office Space”; selecting a clip that aligns closely with the text; facilitate discussion on the resonances between the treatmentsBegin group close reading of “Bartleby the Scrivener”
Reading	ELACC11-12RL7, RL9	
Writing		
Speaking and Listening	ELACC11-12SL1, SL3	
Language		
NETS		
SKILL/CONCEPT: Group close reading and analysis		
TASK: Read and discuss “Bartleby the Scrivener,” analyzing literary elements		
STRAND	STANDARD	<ul style="list-style-type: none">Continue “Bartleby the Scrivener”Complement reading with another “Office Space” film clip relevant to the passages readComplete “Bartleby...”
Reading	ELACC11-12RL7	

Writing	ELACC11-12W9, W2	<ul style="list-style-type: none">Have students produce a ½ to 1 page summary of Anti-transcendentalist philosophy as represented in the text and film
Speaking and Listening	ELACC11-12SL3	
Language	ELACC11-12L1, L2, L5, L6, L4	
NETS		
SKILL/CONCEPT: Group close reading and analysis		
TASK: Continuation of <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct group close reading of <u>Walden</u> Part 8: Brute Neighbors and HousewarmingDiscuss and review notes on Romanticism, Transcendentalism, Anti-transcendentalism, and Gothic literature, including philosophies, major authors, significant works, and literary stylesHave students choose or be placed into debate teams and organize notes for a debate on these philosophies, with the major focus being a debate on the merit of the Romantic/Transcendentalist view of man and nature as inherently good, and the other on the Gothic/Anti-transcendentalist view of man and nature as potentially destructive and unpredictable
Reading	ELACC11-12RL1, RL9, RL5	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		
SKILL/CONCEPT: Debate		
TASK: Transcendentalist ideals and philosophy versus Anti-transcendentalist		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct debate (this debate may be formal or informal as the instructor deems; rules for formal debate may be found at: http://www.albertadebate.com/adebate/resources/styles/academic.pdf <p>Romantic/Transcendentalist view of man and nature as inherently good, versus the Gothic/Anti-transcendentalist view of man and nature as potentially destructive and unpredictable</p>
Reading		
Writing		
Speaking and Listening	ELACC11-12SL1, SL2, SL3, SL4, SL6	
Language	ELACC11-12L1	
NETS	NETS1a, 2b	
SKILL/CONCEPT: Assessment review		
TASK: Rubric and prompt discussion		
STRAND	STANDARD	<ul style="list-style-type: none">Place the prompt for this culminating writing task (see above) on chart paper or smart boardLead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
Reading	ELACC11-12RL9	

Writing	ELACC11-12W4, W5	<ul style="list-style-type: none">Examine the vocabulary of the prompt and share student models of good workProvide worksheets and copies of the 7th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignmentProvide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussionReview the grammatical concepts included in this study and make sure they are meaningfully included in the rubricNOTE: special attention needs to be given in this review to the fact that tomorrow's assessment is an ARGUMENT. This is the only piece of ARGUMENTATIVE writing in this unit (as its focus is Informational); students need to be very aware of the structure of an effective argument, including the introduction of counter-claims and appropriate evidence
Speaking and Listening	ELACC11-12SL1, SL3	
Language	ELACC11-12L6	
NETS		
SKILL/CONCEPT: Argumentative writing		
TASK: Address the prompt in one class period		
STRAND	STANDARD	ARGUMENT: After reading the anti-transcendentalist short stories "Bartleby the Scrivener," by Herman Melville, and "Dr. Heidegger's Experiment," by Nathaniel Hawthorne, think about which position on the ideals of Transcendentalism you think are best supported by the arguments made in the texts. Have Thoreau, Emerson, and their compatriots made a better argument for their view of the world than authors like Melville and Hawthorne have made against it?
Reading	ELACC11-12RL9, RL1	
Writing	ELACC11-12W1, W4, W5	
Speaking and Listening		
Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		



CCGPS UNIT PLANNING GUIDE FOR GRADE 11 AMERICAN LITERATURE, UNIT 2 OF 4

PART II: STANDARDS-BASED TASK PLANNER, MODULE 4

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ASSESSMENT 4: integrating reading selections from the unit into a writing task

INFORMATIVE/EXPOSITORY: We have considered many American visions of independence and identity:

- the frontier spirit exemplified by Meriwether Lewis and Thomas Jefferson
- the alienation of nature and passion from orderly society as exemplified by The Scarlet Letter
- the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside Poets
- Lincoln's vision of a united union
- Sojourner Truth's reflections on human worth and dignity and the rights of women
- The groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America

Using the texts of your choice from this unit to inform your thought, consider the points set forth in the article you will be provided for this article entitled "American Romanticism: The Basic Concepts." Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the precise ways in which the examples you provide correlate with the article's assertions.

ESSENTIAL QUESTION

What are the essential elements of the Romantic movement and how are they represented in texts of the period?

SKILL BUILDING TASKS

Note: the following tasks represent one possible configuration for the delivery of instruction to scaffold successful performance on the Assessment above. This schedule may be amended as necessary to fit your unique instructional needs. In particular, note that the recommended homework is sufficient only to include the minimum concepts set forth in this plan. Significant additional homework may be required if necessary.

SKILL/CONCEPT: Portfolio maintenance, Unit overview and conclusion

TASK: Review and file writing, discuss the close of the Romantic period and societal factors influencing it

STRAND	STANDARD	<ul style="list-style-type: none"> • Review writing portfolios: allow students to review and discuss their work on the writing assessment in module one, placing graded work in portfolio. <i>Note on writing: a culminating assessment tying reading to writing takes place about every two weeks in this unit. The first task of the succeeding text focus is often to place the last assessment into the writing portfolio - this is not meant to assume that teachers will be able to thoroughly review, grade, and comment on over 100 essays in a single day. Electronic review software may sometimes be employed, a peer-review system may be used for some assessments, and others may be held back for several days for careful instructor consideration.</i> • Conduct peer review and discussion • Discuss: The Romantic period begins to draw to a close as we approach and enter the Civil War era - facilitate a collaborative discussion as to what geographic, economic, political, and societal factors might be contributing to this failure of the Romantic philosophy • Provide a preview of Realism with a few brief text examples juxtaposing the gritty and unsentimental style of the literature that would follow the Romantics; Whitman and Dickinson are considered the liminal poets of this period
Reading	ELACC11-12RL9, RL1	
Writing	ELACC11-12W4, W5	
Speaking and Listening	ELACC11-12	
Language		
NETS		

SKILL/CONCEPT: Romantic poetry, Dickinson		
TASK: Background knowledge, pre-reading, poetry study		
STRAND	STANDARD	<p>Provide background information about Emily Dickinson (PPT): http://mysite.cherokee.k12.ga.us/personal/tammy_silvers/site/Subject%201%20Notes/1/Emily%20Dickinson.ppt http://easthollywoodenglish.files.wordpress.com/2007/10/dickinson-bio.ppt</p> <ul style="list-style-type: none">Conduct close study of Dickinson “Because I Could Not Stop for Death” “I Heard a Fly Buzz When I Died” “There’s a Certain Slant of Light” “Water is Taught by Thirst”Conduct readings both silently and aloud; professional audio recordings of all are available through Poetry.OrgHave students examine diction and figurative language, as well as meter and rhyme scheme, taking notesNote that Dickinson dealt with similar themes again and again (death, immortality, isolation, love)- students should identify and discuss <p>(these tasks will span more than one day)</p>
Reading	ELACC11-12RL1, RL2, RL3, RL4, RL5, RL6	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1, SL6	
Language	ELACC11-12L5	
NETS	NETS1a, 2b	
SKILL/CONCEPT: Romantic poetry, Whitman		
TASK: Background knowledge, pre-reading, poetry study		
STRAND	STANDARD	<ul style="list-style-type: none">Provide background information about Walt Whitman (PPT): http://www.wsu.edu/~campbelld/powerpoint/whitmanpres.ppt http://osbornehighschool.typepad.com/files/walt-whitman.pptConduct close study of Whitman “Song of Myself” “When I Heard the Learn’d Astronomer” “By the Bivouac’s Fitful Flame”Conduct readings both silently and aloud; professional audio recordings of all are available through Poetry.OrgHave students examine diction and figurative language, as well as meter and rhyme scheme, taking notesNote that Whitman dealt with similar themes again and again (democracy, sexuality, death, and immortality; universality and the divine nature of man)- students should identify and discuss <p>(these tasks will span more than one day) <i>Homework/extended learning: Compare to Dickinson - meter, rhyme, diction, imagery, etc.</i></p>
Reading	ELACC11-12RL1, RL2, RL3, RL4, RL5, RL6	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1, SL6	
Language	ELACC11-12L5	
NETS	NETS1a, 2b	

SKILL/CONCEPT: Evaluating a speaker/speech		
TASK: Close study, Gettysburg Address		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct several close readings of
Reading	ELACC11-12 ELACC11-12RI1, RI2, RI3, RI4, RI5, R7, IRI8, RI96	“The Gettysburg Address,” Abraham Lincoln http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm
Writing	ELACC11-12	<ul style="list-style-type: none">Have students annotate, paraphrase, and summarize without biasHave students work with a partner to compare ideas about the theme and structure of the speechHave students write a rhetorical précis on the Address
Speaking and Listening	ELACC11-12SL3	Additional Resources:
Language	ELACC11-12L4	Gettysburg Primary Source Documents and Photographs: http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm
NETS	NETS1a, 2b	Gettysburg Primary Source Documents and Photographs: http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm Extra credit research: the underground railroad Write news article reporting Lincoln’s address - need details
SKILL/CONCEPT: Comparison of literary and informational text from the same historic event		
TASK: Close readings of the Gettysburg Address in concert with Whitman’s “Oh Captain, My Captain”		
STRAND	STANDARD	<ul style="list-style-type: none">Continue examination of “The Gettysburg Address,” Abraham Lincoln http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm
Reading	ELACC11-12RI8, RI9	
Writing	ELACC11-12W3, W4, W5	<ul style="list-style-type: none">Conduct close reading of Walt Whitman’s “Oh Captain, My Captain,” written to eulogize Lincoln on the occasion of his deathFacilitate a collaborative discussion about why Lincoln’s words and actions garnered the kind of deep respect and admiration conveyed in Whitman’s poemDiscuss what the structure, length, and rhetoric of the Gettysburg Address can tell us about Lincoln’s characterHave students write a poem in Whitman’s meter, rhyme scheme, and style about a hero of their own (as an extension activity if desired)
Speaking and Listening	ELACC11-12SL3, SL6	
Language	ELACC11-12L5, L3	
NETS		Homework: Independent reading of Part 9 <u>Walden</u> : Former Inhabitants

SKILL/CONCEPT: Dramatic reading		
TASK: Dramatic interpretation of the final segment of <u>Walden</u>		
STRAND	STANDARD	<ul style="list-style-type: none">Engage in a dramatic interpretation of the final segment of <u>Walden</u>: Spring and ConclusionFacilitate a discussion on the work as a whole, and the ways in which it represents the spirit of times in which the Romantic movement was set (including its sub-genres)Allow students to have a far-ranging discussion on their reactions and attitudes about the book, its philosophies and its relative importance in the canon, as well as their feelings about the optimistic attitude it embraces and its ideas about frugality and simplicity
Reading	ELACC11-12RL9, RL6, RL5, RL1	
Writing		
Speaking and Listening	ELACC11-12SL1	
Language		
NETS		
SKILL/CONCEPT: End of Unit review		
TASK: Jigsaw review		
STRAND	STANDARD	<ul style="list-style-type: none">Conduct jigsaw review: place students in pairs or groups and assign each a portion of material from this unit for review (for example archetypes, sentence structure, literary terms, or a specific text)Advise students to prepare study materials that thoroughly reinforce and provide effective study lists/resources/notes for their area of responsibility in the jigsawModel and guide students in preparing effective review materials by providing reminders and highlights from the unitsNote that jigsaw review presentation may be in the form of documents on the overhead, handouts, Prezi, or PowerPoint
Reading	ELACC11-12RL1	
Writing	ELACC11-12W9	
Speaking and Listening	ELACC11-12SL1, SL3	
Language		
NETS		
SKILL/CONCEPT: End of Unit review		
TASK: Student presentations		
STRAND	STANDARD	<ul style="list-style-type: none">Have students present review materialsAssess through peer review (check list may be provided) if desired <i>Review presentations</i>
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4	
Language	ELACC11-12L1, L2, L6	
NETS		

SKILL/CONCEPT: End of Unit review		
TASK: Student presentations		
STRAND	STANDARD	<ul style="list-style-type: none">Students will present review materialsAssess through peer review (check list may be provided) if desired
Reading		
Writing	ELACC11-12W2	
Speaking and Listening	ELACC11-12SL4	
Language	ELACC11-12L1, L2, L6	
NETS		
SKILL/CONCEPT: Preparing for final assessment		
TASK: Pre-writing and consideration of final text		
STRAND	STANDARD	<ul style="list-style-type: none">Have students consider the prompt for their culminating assessment. They will review the final text for the first time and begin pre-writing, note-taking, and text searches for final paper. <p>INFORMATIVE/EXPLANATORY: We have considered many American visions of independence and identity:</p> <ul style="list-style-type: none">the frontier spirit exemplified by Meriwether Lewis and Thomas Jeffersonthe alienation of nature and passion from orderly society as exemplified by <u>The Scarlet Letter</u>the Transcendentalist notion of the simple and natural man living in tune with nature as described by Thoreau, Emerson, and the Fireside PoetsLincoln’s vision of a united unionSojourner Truth’s reflections on human worth and dignity and the rights of womenThe groundbreaking poetry of Whitman and Dickinson, each of whom explored their inner experience and unique identities in the context of a changing America <p>Using the texts of your choice from this unit to inform you thought, consider the points set forth in the article you will be provided for this article entitled “American Romanticism: The Basic Concepts.” Using more than one text for each major point made in the article, provide examples that illustrate each point. Your analysis should clearly explain the precise ways in which the examples you provide correlate with the article’s assertions.</p>
Reading	ELACC11-12RL1-RL10	
Writing	ELACC11-12W2, W4, W5, W9	
Speaking and Listening		
Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		
SKILL/CONCEPT: Culminating Assessment		
TASK: Culminating Assessment		
STRAND	STANDARD	<ul style="list-style-type: none">Students will compose the final draft in class
Reading	ELACC11-12RL1	
Writing	ELACC11-12W2, W4, W5,	

	W9	
Speaking and Listening		
Language	ELACC11-12L1, L2, L4, L5, L6	
NETS		

THIS ARTICLE TO BE PRESENTED AS 4TH DOCUMENT FOR SYNTHESIS ESSAY (CULMINATING ASSESSMENT) IN MODULE 4

American Literary Romanticism: The Basic Concepts

By Dr. Geoffrey Grimes

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Definition

The term "Romanticism" refers to a set of principles that belong to a period of cultural history often marked by experimentation, shifting values, and radical new social roles. University of South Carolina cultural historian Morris Peckham assigns the advent of Western Romanticism to a few years before the nineteenth century when a group of intellectuals across Europe began to think of themselves, the human community, and the "nature of nature" down an entirely different course, a period when first the academics and philosophers, then the artists began to doubt some of the key principles of the Neo-classical world view. Dr. Peckham calls the phenomenon "right angle" visioning, stepping outside one's own frame of reference to reflect on the self, its assumptions, and conclusions. This bold thinking resulted in a cultural revolution known as the Romantic Period.

Romanticism and the Cycle of Social History

Another way of approaching the subject of "romanticism" is to think in terms of the cycle of social evolution and devolution. According to twentieth-century historian Arnold Toynbee, societies and civilizations advance through specific stages: a "formative" stage, a "pre-classic" stage, the "classic" stage, and a "post-classic" stage. Each period leading up to the "classic" stage is characterized by creative innovation. The "classic" stage is a period marked by stability, fixed forms, and order. The "classic" period is a time of comfort and reassurance when the society's sense of itself is generally established. The post-classic stage is a period of disaffection, irritation, and boredom, giving rise to the idealism of the past and a lament for its passing. When the past becomes irreconcilable to a society's demands for it, revolt is not far away. Out of the often terrifying consequences of social revolution, the romantic period--with its veritable explosion of new insight and creativity--is born like the phoenix out of the ashes of the past.

The Romantic Interpretation of Nature

The literature of the American Romantic Period reflects such a resurrection and new flowering. It was prompted, in part, by a new attitude about the American landscape. Beginning with the New York Hudson River Valley "School" of painters, artists shifted from painting people to painting the vast frontier and its far-ranging wilderness. Seen from the proper perspective, the landscape was breathtaking and inspirational. In short order, it became the seat of the spiritual and sublime, the nexus point for the soul and its creator. Literature followed the lead of the artists. Both poetry and prose examined the relationship between form, order, and meaning in human experience in the context of the pristine natural world.

The Romantic "Agenda"

Romantic American literature operates from a whole new agenda of themes and principles. The Romantics revisited conventional Christian spirituality, seeking new contexts in Eastern mysticism. Socially and politically, Transcendentalism shifted authority from the domain of the state and social law to the faculty of the intuition and moral sense, proselytizing an ethic of individual responsibility and the celebration of the rarefied individual soul over impersonal and dehumanizing society. Psychologically, poets and their philosophers slipped out of the manacles of rigid empiricism and embraced the free spirits of the imagination, creativity, and the emotional life, daring to explore not merely the probable in human experience but the possible and its Gothic implications.

The Principles: *Organicism, Dynamism, and Diversitarianism*

Lying behind this remarkable revolution in thought and creativity is a fundamental re-examination of the most basic assumptions about the nature of the universe and the implications of such a re-examination for the nature and place of the human race in that universe. Peckham identifies three themes which mark the clear lines of departure of Romanticism: "organicism," "dynamism," and "diversitarianism" (Triumph of Romanticism, 1970). "Organicism" is Peckham's term for the Romantic's sense that the universe is alive, not the mechanical contrivance of the Neo-classical projection, and, as alive, is in constant flux and change. "Dynamism" references the source of that life and assigns it to the universe itself; that is, the universe is its own "dynamo" or generator. "Diversitarianism" is Peckham's corollary to the assumptions of "organicism" and "dynamism": if the universe is alive, then all that it is is unique and uniquely evolving.

The Romantics would not categorically reject the Neo-classicist's quintessential principle: that the universe is governed by fixed and immutable natural law. Rather, the Romantics countered, in such a universe, what is important is the effect of those natural laws and that effect is constant change.

Severe Implications

In a universe that is alive and constantly changing, even "truth" itself is elusive, perhaps . . . perhaps even "relative." And if that's the case, then it's a short step from the reassessment of the place of humanity in the physical universe to the reassessment of every arena of human relationships, beginning, perhaps with ethics and religion.



COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC

HOW TO USE THIS RUBRIC

Overview

The text complexity rubric is intended to assist educators in evaluating multiple dimensions of a text in order to determine the proper placement of that text within the curriculum. The rubric addresses the three aspects of text complexity required for consideration in Common Core Appendix B: qualitative, quantitative, and reader/task match. Each of these three dimensions includes specific relevant categories, each of which is listed with a short explanation to assist users in making the best possible determination.

Scoring

There are 10 dimensions to be scored on the rubric, each of which can receive a score between 0 and 10. The best possible score within a dimension is 10 points, indicating that the text would be of optimal benefit to students. The best possible overall score for a text is 100 points. The aggregate text score is interpreted as follows:

- 80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE
- 50-79 POINTS: ACCEPTABLE TEXT CHOICE
- 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE
- 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE

How to Make Determinations by Category

Qualitative Dimensions

Levels of meaning. For lower grades, consider whether this text contains symbolism, abstract thought, or nuanced /complicated technical or academic concepts. For upper grades, does this text contain elements of satire, allegory, pun, symbolism, complex motif or nuanced/complicated technical or academic concepts? A score of 10 means that this text contains multiple excellent, grade-appropriate examples of nuanced meaning (excessively complex texts might receive a lower score depending on the grade level you are attempting to match).

Structure. For lower grades, consider whether this text exhibits structures such as chapters, multiple plot lines, glossaries, headings, or footnotes. For upper grades, consider the rigor of complex textual structures such as legal documents, technical manuals, or literature that experiments with non-traditional uses of time or language (such as magical realism or nonlinear modernist authors such as Faulkner or Joyce). You may consider length as part of structural difficulty. A score of 10 means that this text contains multiple, excellent grade-appropriate structural features.

Language conventionality. For lower grades consider the complexity of the vocabulary in a text and whether it employs concepts such as colloquialisms, figurative or idiomatic language, dialects, or sophisticated technical or academic language. For upper grades consider the impact of historical language (for example Elizabethan English), or complex domain-specific technical or academic language. A score of 10 means that this text uses language that is appropriate and challenging for the target grade, but is not so complex as to be incomprehensible.

Background knowledge. For both upper and lower grades, consider not only whether the subject of the text is one with which your students might reasonably be expected to be acquainted (World War II?) but also whether it is one that might be understood once introduced (String theory?) A score of 10 means that students will be familiar enough with the concepts in this text to comprehend the text or that the subject can be sufficiently understood when explained. A lower score might indicate that this subject will probably result in a disconnect or lack of engagement serious enough to significantly impact the effectiveness of instruction.

Quantitative Dimensions

While many quantitative indicators of text complexity exist and many more are in development, for the purposes of this rubric we have used the tool most familiar to most educators: the Lexile level. Refer to the coding in the box on the left side of the rubric to determine the suggested Lexile for each grade band. A score of 10 means that the text is at the high end of the appropriate Lexile range for a grade band. A score of 7 indicates a Lexile at the lower end of the suggested range. A score within 100 points of the low target range for grade will be a moderate match (4-6 points) and mismatches beyond 100 points could earn 1-3 (or no) points. As you can see by reviewing the rubric, a mismatch of Lexile level is not enough to disqualify a text choice.

Reader and Task Considerations

Does this text challenge readers? To gain an optimal benefit from a text, students should aim for a "zone of proximal development," ideally comprehending about 75% of the text, and working to make meaning of the remaining 25%. A score of 10 means that this text will challenge students at this grade level within that ideal target range.

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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<p>Does this text match the interests of the students? Whether or not students will find a text interesting, exciting, or engaging is not always a primary consideration in text selection; however, even the most technical texts can be chosen to provide some avenue for connection with students. A score of 10 means that, in so far as possible, this text is the best choice for the target age and demographic.</p> <p>Is this text ideal for the task? Genre is often the most important consideration for task matching. For example, a scientific journal will be a better match for a research project than for a skit depicting the content. A score of 10 means that this text is the best possible match for the task the students will be expected to perform.</p> <p>Mismatches for which qualitative and quantitative measures cannot easily account. This dimension of scoring exists to provide evaluators with a category to bestow or withhold points based on areas of disconnect that may not be addressed in other rubric dimensions. For example, if a book is an excellent match for a grade level content focus, but low on the Lexile, the overall score may be boosted through this category. If a book seems to be an excellent match in Lexile or structure but is too mature or disturbing for the grade level, points may be withheld in this category.</p> <p style="text-align: center;">Specific Merit</p> <p>This category exists to allow evaluators to bestow additional points based on the unique merits of a text, for example, a Newberry or Caldecott Award, or Nobel or Pulitzer Prize. Books widely considered to be classics or that are fundamental to instruction in a given field (such as Native American mythology, the Holocaust, etc.) may receive points in this category. A score of 10 means that this text has garnered positive acknowledgement from multiple authoritative sources.</p>	<p>A Note to the Evaluator</p> <p>This rubric is intended to provide a framework to assist educators in making considered decisions within the parameters suggested by the Common Core Georgia Performance Standards. As with any evaluation tool, exceptions to the rule will exist. In most cases the dimensions of the rubric that allow for consideration of additional literary or technical merit and other elements specific to a given text will allow for unique aspects of a text to be quantitatively evaluated. This tool is intended to streamline and create consistency within the text consideration process, not to be a definitive measure. We hope you will find it useful!</p>
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COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC				
TEXT:	GENRE:	GRADE:		
		LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)
COMPLEXITY MEASURE				
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.				
Levels of meaning. K-5: Symbolism, abstract thought, technical, academic content				
6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes.				
6-12: Legal documents, technical manuals, non-traditional uses of time or language				
K-12: Text length				
Language conventionality. K-5: colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary				
6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.				
K-1	n/a			
2-3	450L - 790L			
4-5	770L - 980L			
6-8	955L - 1155L			
9-10	1080L - 1305L			
11-12	1215L - 1355L			
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.				
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				
Does this text match the interests of the students? (When appropriate)				
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content				
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.				
Specific Merits				
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded				
TOTAL SCORE _____ / 100				
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE 50-79 POINTS: ACCEPTABLE TEXT CHOICE 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE EVALUATOR COMMENTS:				

ELEMENTS OF AMERICAN ROMANTICISM 1800-1860			
NATURE	INDIVIDUALISM	NOBLE SAVAGE	
HEART OVER INTELLECT	EMOTIONALISM	INTUITION	
IMAGINATION	INNOCENCE	TRUTH	
INHERENT GOODNESS	INSPIRED BY MYTH AND LEGEND	SUPERNATURAL	



COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC				
TEXT:	Walden, H. D. Thoreau	GENRE: Informational	GRADE: 11	
COMPLEXITY MEASURE		LOW (1-3 POINTS)	Moderate (4-6 PTS)	HIGH (7-10 POINTS)
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.				
Levels of meaning: K-5: Symbolism, abstract thought, technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				
Structure: K-5: Chapters, multiple plot lines, glossaries, headings or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length			5 Some abstract thought	9 multiple narratives in memoir
Language conventionality: K-5: colloquialisms, figurative/idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				9 19 th century diction
Background knowledge: Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				9 Minimal unfamiliar background
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.				
K-1 2-3 4-5 6-8 9-10 11-12	n/a 450L - 790L 770L - 880L 950L - 1150L 1080L - 1305L 1215L - 1355L			10 Lexile 1200
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.				
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%.				8 challenging
Does this text match the interests of the students? (When appropriate)				10 High interest
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				10 Ideal
Mismatches for which qualitative and quantitative measures cannot easily account For example low Lexile books with adult content				10 none
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.				
Specific Merits				10 Classic text
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded				
TOTAL SCORE 90 / 100				
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE 50-79 POINTS: ACCEPTABLE TEXT CHOICE 20-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE				
EVALUATOR COMMENTS:				



COMMON CORE GEORGIA PERFORMANCE STANDARDS

PERFORMANCE RUBRIC GRADE 11: INFORMATIONAL WRITING					
ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
UNIT _____					
TASK _____					
SCORING					
Skill/Standard	Does Not Meet	Meets	Exceeds	Points	
Introduce a topic clearly, previewing what is to follow					
Draw evidence from literary or informational texts to support analysis, reflection, and research					
Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect					
Format paper appropriately (MLA or APA if requested, appropriate information, neat and legible)					
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples					
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts					
Use precise language and domain-specific vocabulary to inform about or explain the topic					
Provide a concluding statement or section that follows from and supports the information or explanation presented					
Writing is clear and coherent/ appropriate to task, purpose, and audience					
Writing shows evidence of planning, revising, and editing					
IF REQUIRED: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension					
IF REQUIRED: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources					
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation					
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking					
Grammar/Conventions Focus:					
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy					
Use varied sentence structure					
AGGREGATE SCORE					
TOTALS					



COMMON CORE GEORGIA PERFORMANCE STANDARDS

PERFORMANCE RUBRIC GRADE 11: ARGUMENTATIVE WRITING

ELACCI11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

UNIT _____

TASK _____

SCORING					
Skill/Standard	Does Not Meet	Meets	Exceeds	Points	
Introduce claim(s)					
Acknowledge alternate or opposing claims					
Organize the reasons and evidence logically					
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text					
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence					
Establish and maintain a formal style if required; work is neat and legible					
Provide a concluding statement or section that follows from and supports the argument presented					
Draw evidence from literary or informational texts to support analysis, reflection, and research.					
Use precise language and domain-specific vocabulary					
Writing is clear and coherent/ appropriate to task, purpose, and audience.					
Writing shows evidence of planning, revising, and editing					
IF REQUIRED: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension					
IF REQUIRED: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.					
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking.					
Grammar/Conventions Focus:					
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					
Use varied sentence structure					
AGGREGATE SCORE					
TOTALS					



COMMON CORE GEORGIA PERFORMANCE STANDARDS

PERFORMANCE RUBRIC GRADE 11: PRESENTATION					
ELACC11-12SL4: 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.					
UNIT _____					
TASK _____					
SCORING					
Skill/Standard	Does Not Meet	Meets	Exceeds	Points	
Present claims and findings, emphasizing salient points in a focused and coherent manner					
Use pertinent descriptions, facts, details, and examples					
Use appropriate eye contact, adequate volume, and clear pronunciation					
Include multimedia components and visual displays to clarify claims and findings and to emphasize main points					
Adapt speech to context and task, using formal or informal speech as appropriate					
Organize the reasons and evidence logically					
Support claim(s) or main points with relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text					
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence					
Draw evidence from literary or informational texts to support analysis, reflection, and research					
Use precise language and domain-specific vocabulary					
Writing is clear and coherent/appropriate to task, purpose, and audience					
Presentation shows evidence of planning, revising, and editing					
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking					
Grammar/Conventions Focus:					
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
AGGREGATE SCORE					
TOTALS					

COMMENTS:

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC11-12RL1: 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.	ELACC11-12RI1: 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.
ELACC11-12RL2: Determine two or more themes or central ideas of 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.	ELACC11-12RI2: 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.
ELACC11-12RL3: 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).	ELACC11-12RI3: 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	Craft and Structure
ELACC11-12RL4: 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.)	ELACC11-12RI4: 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 <i>faction</i> in <i>Federalist</i> No. 10).
ELACC11-12RL5: 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.	ELACC11-12RI5: 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.
ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	ELACC11-12RI6: 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.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
ELACC11-12RL7: 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 as well as one play by an American dramatist.)	ELACC11-12RI7: 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.
ELACC11-12RL8: (Not applicable to literature)	ELACC11-12RI8: 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.)
ELACC11-12RL9: 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.	ELACC11-12RI9: 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.
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
ELACC11-12RL10: 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, in the grades 11-CCR text complexity band independently and proficiently.	ELACC11-12RI10: 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 in the grades 11-CCR text complexity band independently and proficiently.

WRITING (W)	
Text Types and Purposes	
ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
a. 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.	
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most 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.	
c. 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.	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	
ELACC11-12W2: 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.	
a. 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.	
b. 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.	
c. 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.	
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
f. 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).	
ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a. 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.	
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
c. 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).	
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
e. 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	
ELACC11-12W4: 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.)	
ELACC11-12W5: 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.)	
ELACC11-12W6: 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	
ELACC11-12W7: 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.	
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.	
ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “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”).	
b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	
Range of Writing	
ELACC11-12W10: 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)	
Comprehension and Collaboration	
ELACC11-12SL1:	Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
a.	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.
b.	Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
c.	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.
d.	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.
ELACC11-12SL2:	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.
ELACC11-12SL3:	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	
ELACC11-12SL4:	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 or formal and informal tasks.
ELACC11-12SL5:	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.
ELACC11-12SL6:	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 for specific expectations.)

LANGUAGE (L)	
Conventions of Standard English	
ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American English</i>) as needed.	
ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Observe hyphenation conventions.	
b. Spell correctly.	
c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	
Knowledge of Language	
ELACC11-12L3: 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.	
a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Vocabulary Acquisition and Use	
ELACC11-12L4: 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.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
b. Analyze nuances in the meaning of words with similar denotations.	
ELACC11-12L6: 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.	

**Grade 11-12 CCGPS****Reading Literary (RL)****ELACC11-12RL1: 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.****Skills/Concepts for Students:**

- Practice attentive reading both in the classroom and independently
- Distinguish important and relevant information from extraneous or redundant information
- Understand how to annotate text (both formally and informally) and the rationale for doing so; practice annotation consistently
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame)
- Understand inference, and the difference between explicit fact and inference
- Know the elements of analysis (e.g., how diction impacts tone); locate and analyze elements including style, character development, point of view, irony, and structure (i.e. chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods
- Identify and analyze elements of poetry from various periods of American literature
- Identify and analyze types of dramatic literature (i.e., political drama, modern drama, theatre of the absurd)
- Identify and analyze patterns of imagery or symbolism
- Identify, respond to, and analyze the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poem as these elements relate to meaning
- Tolerate uncertainty – texts cannot and do not always provide solutions or clear positions; identify when a straight-forward conclusion cannot reliably be drawn

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 in American Literature (see above)
- Assign enough reading of appropriately complex grade-level text to challenge and extend students' "endurance"
- Explain, model, and enforce the practice of annotating as you read
- Allow students to choose at least a small percentage of their own reading material within appropriate complexity levels to foster an ownership of their literary development and to explore their own tastes
- Within the broad parameters described by the CCGPS (fiction/non-fiction/technical text/poetry) explore a wide variety of genres, including avant-garde genres
- Practice in-class reading, both silent and aloud, and incorporate professional audio and video renditions of text as well as graphic novels and other visual art as a viable way to experience text
- Always require textual evidence and support for any claim, argument, or opinion from a text, even in informal discussion

Sample Task for Integration:

After examining a book's cover and reading three professional reviews, students will choose a visual representation (e.g. photograph, sculpture, painting) that they believe represents the essence of the text (its audience, purpose, tone, and/or theme). Students will construct and present a two-minute justification of their choice of visual representation *using specific evidence* from the cover and reviews and will complete a formal citation for the book observing proper conventions and formatting. This is a pre-reading/anticipatory activity. This exercise can be repeated at the conclusion of the close reading and differences in perception discussed.

Recommended Vocabulary for Teaching and Learning:

Relevant	Extraneous	Redundant	Summary	Paraphrase
Annotation	Genre	Claim	Analysis	Theme
Audience	Purpose	Point of view		



Grade 11-12 CCGPS

Speaking and Listening (SL)

ELACC11-12SL1: 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.

- a. 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.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.
- d. 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.

Skills/Concepts for Students:

- Exhibit poise and confidence in interaction with peers and adults in a variety of settings and on a variety of subjects
- Incorporate information into your view or position when appropriate, revising your position when evidence suggests and resolving contradictions
- Proactively seek out opportunities to interact with peers and mentors, volunteering and initiating opportunities
- Make eye contact, speak loudly enough to be heard, shake hands or make introductions in a mature manner
- Exhibit the ability to present information to a group or audience in a professional and polished manner
- Be courteous and attentive, taking turns and setting goals as appropriate
- Exhibit a mature perspective on diverse cultures and points of view
- Always provide evidence and support for positions, claims, and assertions you make, whether formally or informally
- Treat conversation as a skill, preparing for discourse by learning about diverse perspectives and subjects and eliciting comments from others
- Thoughtfully incorporate what you learn from listening to and speaking with others to shape your own world views

Strategies for Teachers:

- Provide opportunities for students to present material not only to peers but to a wider audience
- Proactively construct situations where students will have the opportunity to revise their opinions or positions based on new evidence
- Proactively provide situations where contradictions exist in presented evidence, guiding students in satisfactorily resolving the contradictions when possible
- Invite diverse guest speakers to interact with the class
- Assign tasks that require individual work, but also those that require meaningful collaboration in pairs and larger teams, understanding that larger teams of students will require more and better strategic planning
- Model mature and confident interaction, soliciting and expecting appropriate responses from students
- Be aware that occasionally students will demur, claiming to be "too shy" to participate or present; avoid the tendency to give these students a pass or refrain from calling on them; make sure every student meets the standard

Sample Task for Integration:

In the context of a study of informational texts on national issues, convene a mock session of congress. Students will draft bills, determine political leanings, and learn the ins and outs of parliamentary procedure. Students will take notes, creating annotations and citations to support their actions and proposals within the congress. Parliamentary procedure will be followed, for example requesting, "Will the Representative yield to a question?" before interjecting a question. A legislative agenda should be prepared and bills will be debated and considered as time allows.

Recommended Vocabulary for Teaching and Learning:

Diverse	Verbal	Visual	Multimedia	Diction
Evidence	Exchange	Collegial	Discussion	Summarize
Paraphrase	Evidence	Explicit	Implicit	Consensus

**Grade 11-12 CCGPS****Language (L)****ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.

Skills/Concepts for Students:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc.
- Acquire a fundamental knowledge of the evolution of the English language over time (for example that the English vocabulary has grown from 10,000 words in Shakespeare's time to over 1 million words today)
- Acquire or review your understanding of what constitutes ultimate authority on matters of language usage (for example the New York Times is often cited as the arbiter of accepted comma usage (there is no central decision-making body on the rules of Standard English, but there are several accepted authorities whose opinions hold sway, such as the Oxford English Dictionary)

Strategies for Teachers:

- Educate students on accepted authorities to consult for usage disputes (such as Strunk and White's Manual of Style, or the Oxford English Dictionary), advising as to the unreliability of internet sources
- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- At the 11th and 12th grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

Sample Task for Integration:

Provide students with a list of current disputes in English grammar (this list can include preposition stranding, split infinitives, generic use of "you," and gender neutrals). Students can prepare position papers garnering all the current authoritative advice they can on a given subject and present the most current accepted positions on usage to the class. This activity, beyond being instruction, actively highlights the fact that the English language is constantly in flux. An extension of this activity might include research into the list of words added to the Oxford English Dictionary each year for the past five or ten years.

Recommended Vocabulary for Teaching and Learning:

Standard Usage	Non-standard Contested	Grammar	Punctuation	Conventions
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**Grade 11-12 CCGPS****Writing (W)****ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- 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 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.
- 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.

Skills/Concepts for Students:

- Produce a controlling thesis or idea that is precise and focused, controlling the content of your essay
- Readily distinguish the most appropriate supporting evidence from repetition or extraneous detail
- Readily distinguish valid reasoning from logical fallacy and understand the strategies used to create fallacies
- Consistently identify and use sufficient evidence based on the nature of argument or claim
- Effectively address audience bias and counter-claims
- Consistently choose the most effective organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Effectively employ persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Consistently use effective and unique strategies for conclusion, avoiding simple restatement or introduction of new ideas

Strategies for Teachers:

- Provide engaging, stimulating, and relevant text-based topics for argumentation
- Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing
- Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)
- Include the study of and writing of literary criticism as a type of argumentative writing

Sample Task for Integration:

One effective way to write great argumentative essays is to study and deconstruct great argumentative essays. Students will reverse-engineer Thomas Payne's "Thoughts on the Current State of American Affairs" from Common Sense. Widely acknowledged as one of the great arguments in American History, this document will take serious consideration to deconstruct (for a shorter task, use Patrick Henry's famous "Give Me Liberty or Give me Death" speech). Students will create a graphic organizer of the speech showing theme, topics of each text section, primary claims, counter-claims, and supporting evidence. A second step in the process would be to identify, though notation, which claims (if any) are unsupported or fallacious and will identify the type of appeal (pathos, logos, ethos). Students will use the basic outline and structure of the famous argument/speech to create an essay of their own using the structure and rhetoric of the masterful original. The student essays will also be on the topics of the text (the current state of affairs in America, or liberty for American citizens) but will frame the argument in terms of modern circumstances. Students will cite references to the original text (if quoted or employed) and/or cite facts and evidenced from texts used to support their essay.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Citation	Annotation	Transition	Diction
Syntax	Structure	Organization	Closure	Thesis
Syllogism	Tautology	Fallacy	Rhetorical Strategy	Pathos
Logos	Ethos	Appeal		

***SEE PREVIOUS PAGE FOR TRANSITIONAL GUIDANCE INFORMATION ON READING STANDARDS.**

GPS (Where both grade levels appear with a backslash separating them, the standards are identical)	TRANSITIONAL GUIDANCE	CCGPS
W R I T I N G		
<p>ELA11/12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p> <p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p> <p>b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, and audience, length, and format requirements.</p> <p>c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</p> <p>d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</p> <p>e. Writes texts of a length appropriate to address the topic or tell the story.</p> <p>f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p>GPS begins writing standards with a generic list of skills relevant to 11th and 12th grade writing overall, including elements. In CCGPS elements are included by genre only. The GPS focus in grades 11 and 12 is on expository writing. A detailed correlation of elements appears in the expository/informative strand/domain below.</p>	<p>ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS GRADES 11-12

STANDARD	ORIGINALLY APPEARED (GPS)	ADVICE FOR 11-12 TH TRANSITION 2012-2014
ELACC7L1: a. Explain the function of phrases and clauses in general and their function in specific sentences.	ELA11/12C1: b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).	Instruction on the proper use of phrases and clauses begins in Grade 7 in CCGPS. For the transition period, teach all specific types of phrases and clauses specified in 11/12 GPS in grades 7 through 12.
ELACC7L1: c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	ELA11/12C1: c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).	Instruction on the proper use of phrases and clauses begins in Grade 7 in CCGPS. For the transition period, teach all specific types of phrases and clauses specified in 11/12 GPS in grades 7 through 12. The proper placement of modifiers begins in Grade 7 in CCGPS. For the transition period, teach the placement of modifiers and the correction of misplaced/dangling modifiers in grades 7 through 12.
ELACC9-10L1: a. Use parallel structure.	ELA11/12C1: c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).	Parallel structure is first mentioned in CCGPS in Grade 9. For the transition period parallel structure should be addressed in grades 9-12.
ELACC3L1: f. Ensure subject verb and pronoun antecedent agreement.	ELA11/12C1: c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).	Instruction in subject verb and pronoun antecedent agreement begins in Grade 3 in CCGPS. For the transition period, teach agreement in grades 3-12.

STANDARDS NEW TO GRADES 11/12	RATIONALE
<p>ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. 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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The GPS address narrative writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific narrative elements for grades 11 and 12. This is an addition for grades 11 and 12. When looking at the alignment of elements for narrative writing in high school, it should be noted that most of the elements of CCGPS narrative writing were included in the GPS of earlier middle school elements for narrative writing.</p>
<p>ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most 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> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The GPS address persuasive (argument) writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific argument writing elements for grades 11 and 12. This is an addition for grades 11 and 12, with the exception of ELACC11-12W1b, which is aligned with element 12F in the previous GPS standard (above). When looking at the alignment of elements for argument writing in high school, it should be noted that the tenth grade contained a persuasive writing focus in GPS. This focus now takes place in every grade.</p>
<p>ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>The GPS address persuasive (argument) writing in grades 11 and 12 by advising teachers and students to apply and polish skills delivered in previous grades. CCGPS includes specific argument writing elements for grades 11 and</p>

<p>a. 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.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most 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> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>12. This is an addition for grades 11 and 12, with the exception of ELACC11-12W1b, which is aligned with element 12F in the previous GPS standard (above). When looking at the alignment of elements for argument writing in high school, it should be noted that the tenth grade contained a persuasive writing focus in GPS. This focus now takes place in every grade.</p>
<p>ELACC11-12W7: 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>GPS do not include a standard specifically addressing research. Rather, these skills were included in a broad way within expository writing.</p>
<p>ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>The GPS do not include references to American, British, World, Biblical, or other course-specific material in the writing standards. Consequently, it depends upon the reading standards to outline this material and contains separate reading standards for each course. It is imperative to note that all writing and reading are connected.</p>
<p>ELACC11-12SL1d. 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.</p>	<p>CCGPS expands expectations to include the idea of divergent and creative perspectives, expecting discourse to include analysis, synthesis, and the creation of new ideas.</p>
<p>ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.</p>	<p>The GPS Domain of Conventions is now represented in the CCGPS Strand of Language.</p> <p>The concept of grammar and conventions as fluid and changing elements of language is new to grades 11 and 12, as is the partner element stating that contested usage should be resolved.</p>

STANDARDS ABSENT FROM GRADES 11/12	RATIONALE
<p>ELA11/12W2: The student demonstrates competence in a variety of genres</p> <p><u>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</u></p>	<p>Technical writing does not have a separate standard in the CCGPS, however, ELACC11-12W7, the section addressing new standards (above) overlaps considerably, and includes investigative and analytical writing. Also please note that significant technical and research writing is now included in the literacy standards for grades 6-12 in the Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects. Furthermore, the idea of technical writing is present within standard 2 of CCGPS as well.</p>
<p>ELA11/12W2: The student demonstrates competence in a variety of genres.</p> <p>a. Engages the interest of the reader.</p>	<p>CCGPS discusses style and appropriate introduction of topic/thesis, but does not specifically address “engaging the reader’s attention.”</p>
<p>ELA11/12LSV2</p> <p>c. Analyzes effective speeches made for a variety of purposes and prepare and deliver a speech containing these same features.</p> <p>d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).</p>	<p>These standards do not specifically appear in CCGPS, but may be included under the umbrella of broader standards evaluating and analyzing written and spoken text.</p>
<p>ELA11/12C1:</p> <p>b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).</p> <p>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).</p>	<p>These skills are now taught in earlier grades, and most are taught yearly after instruction (see the Language Progressive Skills). See transition advice, above.</p>

VOCABULARY NEW IN CCGPS	RATIONALE
Inference	Inference means that students are required to create new ideas implied by the text but not explicitly stated. The word “interpretation” appears in GPS with a similar connotation in many instances.
Word Choice	GPS often uses the word “diction” whereas CCGPS will most often use “word choice.” These terms are interchangeable.
Objective Summary	GPS required students to complete whatever steps were necessary to “support understanding” without specifically referring to objective summary. While the term objective summary is new, the skill is not.
Argument/Argumentative Writing	Formerly referred to as “persuasive” writing in GPS. These terms are interchangeable.
Informational	Formerly referred to as “expository” writing in GPS. These terms are interchangeable. Non-fiction texts are referred to as Informational Texts in CCGPS
Literary	Fiction texts are referred to as Literary Texts in CCGPS
Domain-specific vocabulary	GPS discussed content and technical vocabulary where CCGPS uses the term domain-specific vocabulary.
Formal style	Formal style in CCGPS refers to adherence to established manuscript styles such as APA and MLA, but also to an appropriately mature and academic tone and word choice when required.
Closing statement	Formerly referred to as closure in GPS



COMMON CORE GEORGIA PERFORMANCE STANDARDS ENGLISH LANGUAGE ARTS

ELEVENTH GRADE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from American literature 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended informational text from U.S. history 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended text from American literature 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended informational text from U.S. history 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELACC11-12RL1-10, ELACC11-12RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELACC11-12W1, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELACC11-12W2, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELACC11-12W2, 4, 5, 6, 10	4-6 analyses Argumentative ELACC11-12W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10
2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language

*Study and apply grammar
Use and understand both general academic and domain-specific vocabulary*
ELACC11-12L1-6



Speaking and Listening

Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components
ELACC11-12SL1-6



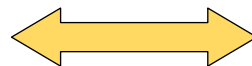
COMMON CORE GEORGIA PERFORMANCE STANDARDS ENGLISH LANGUAGE ARTS

TWELFTH GRADE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from British literature 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended informational text from British history 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended text from British literature 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELACC11-12RL1-10, ELACC11-12RI 1-10	1 extended informational text from British history 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELACC11-12RL1-10, ELACC11-12RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELACC11-12W1, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELACC11-12W2, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELACC11-12W2, 4, 5, 6, 10	4-6 analyses Argumentative ELACC11-12W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELACC11-12W7, 8, 10
2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELACC11-12W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9	Routine writing Notes, summaries, process journals, and short responses across all genres ELACC11-12W1, 2, 3, 9

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language
Study and apply grammar
Use and understand both general academic and domain-specific vocabulary
ELACC11-12L1-6



Speaking and Listening
Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components
ELACC11-12SL1-6



**GEORGIA DEPARTMENT OF EDUCATION
ENGLISH LANGUAGE ARTS AND LITERACY
PROGRAM RESOURCE LOCATOR**

Resource	GA DOE ELA and Literacy Home Page	Georgia Standards Org (GSO)	Common Core Georgia Performance Standards (CCGPS)	CCGPS K12 Educator Resource Link	CCGPS ELA Grade Band Links
GPS Support					
Vertically Aligned Matrices		X			
English Language Arts GPS: Grades K-12		X			
GPS Unit Frameworks K-12		X			
Assessment Descriptors	X	X			
Preparation Materials ECOT, GHSGT, GHSWT, CRCT	X				
Express Exam Preparation Link	X	X			
Training and Classroom Videos		X			
CCGPS Support					
ELA GPS/CCGPS Alignment and Comparison from Precision Review (Draft)					X
Common Core Performance Standards Timeline	X		X		
CCGPS for Literacy in History/Social Studies, Science, and Technical Subjects			X	X	
English Language Arts CCGPS: Grades K-12		X	X	X	X
Professional Learning Calendar and Descriptors	X		X		
Text Complexity and Lexile Information	X		X		X
Introduction to the Common Core Initiative				X	
About the College and Career Readiness Anchor Standards				X	
College and Career Readiness Anchor Standards (CCR)				X	
About the Common Core Georgia Performance Standards for English Language Arts				X	
About the Common Core Georgia Performance Standards for Literacy in Social Studies/History, Science, and Technical Subject (CCGPS for Literacy)				X	
Archived Webinar: Introduction to Common Core (with downloadable practice tasks)					X
Archived Webinar: Text Complexity (with downloadable Text Complexity Rubric and Instructions)					X
Archived Webinar: Integrated Unit Planning in CCGPS (with downloadable planning template)					X
ELA Reporter Newsletter (archived issues)			X		
Complete DRAFT Curriculum Maps K-12			X		
Teacher Guidance Documents: Skills, Concepts, Strategies, Vocabulary, and Sample Tasks for each standard K-12			X		
General					
ELA ListSrv Information	X				
Young Georgia Authors Writing Competition	X				
Galileo Virtual Library Link	X	X			
Writing Resources	X				
Under Construction					
CCGPS Model Unit Frameworks				X	
ELA HOME: http://public.doe.k12.ga.us/ol_services.aspx?PageRef=CLSenEnglish GSO: https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx					



Watch a Pazzi guiding you through our resources:
<http://prezi.com/plv2cfv8hu/navigate/>

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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Professional Resources for Administrators:



The Common Core State Standards Initiative http://www.corestandards.org/the-standards	Introduction to the Common Core State Standards Application of the Standards for English Language Learners
http://www.corestandards.org/assets/Appendix_A.pdf	Applications of the Standards to Students with Disabilities
http://www.corestandards.org/assets/Appendix_B.pdf	Research Supporting Key Elements of the Standards
http://www.corestandards.org/assets/Appendix_C.pdf	Glossary of Key Terms (see below)
Disciplinary Literacy	Sample Text Selections Sample Students Writing Exemplars
http://www.shanahanliteracy.com/ (click on the Disciplinary Literacy thread of this blog)	On Text Complexity: From Education Week
	PowerPoint on Disciplinary Literacy within Common Core
	EL Students and Secondary Literacy
Literacy Design Collaborative http://www.literacydesigncollaborative.org/	Content Area Reading versus Disciplinary Literacy
	Instructional Units for the Integration of the CCGPS for Literacy in History, Social Studies, Science, and Technical Subjects
Association for Supervision and Curriculum Development http://www.ascd.org/public-policy/common-core.aspx	ASCD Common Core Resources and Reading
Achieve http://www.achievethecommoncore.org/implementation	On the Road to Implementation: Achieving the Promise of the Common Core State Standards
Partnership for the Assessment of Readiness for College and Careers (PARCC) http://parcconline.org/	About PARCC The PARCC Assessment Implementation
Thomas B. Fordham Institute http://www.edexcellencemedia.net/publications/2010/201010_nowwhat/Now%20What%20-%20Oct%202010.pdf	Now What? Imperatives and Options for "Common Core" Implementation and Governance

GLOSSARY OF KEY TERMS, APPENDIX A

Editing – A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting*

Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebus to represent words that cannot yet be decoded or recognized; see also *rebus*

Evidence – Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

Focused question – A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints

Formal English – See *standard English*

General academic words and phrases – Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without *scaffolding*, as in an assessment; see also *proficient(ly)*, *scaffolding*

More sustained research project – An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time

Point of view – Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronics as well as traditional texts; the Standards are generally assumed to apply to both

Proficient(ly) – A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding*

Rebus – A mode of expressing words and phrases by using pictures of objects whose names resemble those words

Revising – A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*

Rewriting – A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*
Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on

Short research project – An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time

Source – A text used largely for informational purposes, as in research.

Standard English – In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Text complexity – The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations

Text complexity band – A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)
Textual evidence – See *evidence*

With prompting and support/with (some) guidance and support – See *scaffolding*