Callie Hohn

Curriculum Mapping

English III

2025-2026

Unit: *Origins and Encounters*	*August - September*
Standards Taught	
11-12.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11-12.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 11-12.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 11-12.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 11-12.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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., analyze, analysis, analytical; advocate, advocacy).	

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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will read narratives from several different points of view from the same time.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Primary text* *Secondary text*	*Reading responses* *Origin myth: creative writing* *Choiceboard assessment* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit provides students with a glimpse of primary and secondary sources describing what America was like before it became a country. They read	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How did different groups of people react to similar events that took place?*	

stories from Native Americans, colonists, and African slaves.	• *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will begin to understand what principles and circumstances our country needed before it became a country while also understanding how that affected people that were already here when colonists arrived and people who were forced to be here unwillingly.

Unit: *From Colony to Country*	*September*
Standards Taught	
11-12.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11-12.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 11-12.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 11-12.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 11-12.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will read narratives from several different points of view at the same time.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Primary text* *Secondary text* *Puritanism*	*Reading responses* *Illustrated metaphors* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit is treated as a pre-reading unit before students begin *The Crucible*. It is highly	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?*	

important for students to understand what church meetings were like and how the court functioned in Salem before beginning the play.	• *How did different groups of people react to similar events that took place?* • *How did colonial beliefs and customs shape our country?* • *What were values that the Puritans had?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will learn about how rumors and hysteria ruined an entire community. They can connect events from the play to historical and current happenings.

Unit: *The Crucible*	*September-October*
Standards Taught	
11-12.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11-12.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 11-12.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 11-12.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 11-12.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	

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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will read a play and see how it is portrayed in other artistic mediums.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write using complete sentences.* *Know grammar rules.* *Know how to spell.*	*McCarthyism* *Red Scare* *Hysteria* *Witchcraft* *Theme* *Characterization* *Plot*	*Reading responses* *Web search* *Learning Stations* *Film analysis* *Proctor's eulogy* *Speed discussions* *Quickwrites* *Escape room* *DOL sentences* *DOL Quiz* *Word of the Week*

		Vocab Quiz
Reflection: *The Crucible* has so many valuable lessons in it. My students live in rural towns, and the messages pertaining to reputations, lies, and hysteria are some that students can easily identify with. Connecting the trials to McCarthyism, even though it is not a very contemporary example anymore, still shows that the events that occurred in Salem are not as farfetched as it may seem.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How did Puritan beliefs and customs shape how the trials were conducted?* • *Why were so many people accused and convicted of an invisible crime?* • *How do your actions have direct consequences?* • *Is reputation worth everything?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	This unit shows the impact of the choices one makes. History can repeat itself if one does not take measures to learn from it.	

Unit: *The American Dream and The Great Gatsby*	*October-December*
Standards Taught	
11-12.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11-12.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 11-12.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 11-12.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 11-12.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	

11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will read a novel and see how it is portrayed in other artistic mediums.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know grammar rules. *Know how to spell.* *Know how to deliver a speech*	*American Dream* *Roaring 20s* *Economic hierarchy* *Characterization*	*Reading responses* *Learning Stations* *Escape room* *Film analysis*

Know how to create a visual aid	*Plot* *Theme* *Imagery*	*DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: *Great Gatsby* has so many endearing lessons that students can connect to: striving to become the best version of oneself, unrequited love, friendship, etc., It is THE great American novel.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *What is the American Dream?* • *How does Great Gatsby reflect the idea of the American Dream?* • *How do your actions have direct consequences?* • *Is reputation worth everything?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students see when America is in a golden era. Despite everything being picturesque, human condition creates enigmatic problems.	

Unit: *Progress and Its Price*	*December*
Standards Taught	
11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. 11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. 11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics. 11-12.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 11-12 text complexity band independently and proficiently.	

a. Read and comprehend grade level texts for academic tasks.
b. Self-select texts for personal enjoyment, interest, and academic tasks.
c. Read widely to understand multiple perspectives and diverse viewpoints.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will read short stories and see how authors make predictions*

		for what America may become. *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to write in complete sentences* *Know how to spell.*	*Progress* *Theme* *Prediction* *Foreshadowing* *Theme* *Plot* *Characterization*	*Reading responses* *Choiceboard assessment* *DOL sentences* *DOL Quiz* *Vocab Quiz* *Word of the Week*
Reflection: Students have read different stories set in America but in the past. It is worthwhile to see what authors have predicted (both utopian and dystopian) to make them think critically about how their current generation's choices will affect future generations within America.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *What are different predictions that authors have made for the fate of America?* • *How do your actions have direct consequences?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students have read several stories with ties to the historical events of time it was written. By looking to the future, they get to look at a different genre, realistic fiction geared towards the future.	

Unit: *Junior Book*	*January-March*
Standards Taught	
11-12.W.3 Write narratives or other creative texts 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 literary or 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, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.	

11-12.W.5 Use a writing process to 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.)
11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
11-12.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. Students who excel can write beyond the minimum requirement.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.*

		Students will be given a prompt to answer in depth in a single sitting. *Students will write for an extended period covering different prompts.* *Students will use MLA format.* *Students will peer review their classmates' works.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to write using complete sentences*	*MLA header* *Attention-grabber* *Link* *Thesis* *Introduction* *Transition sentence* *Chronologically* *Body* *Conclusion* *Run-on* *Fragment*	*Quickwrites* *Peer edits* *Essays* *Junior Book* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab quiz*
Reflection: This unit is very effectively cements writing structure in students' minds as they write several essays to compile into one book that they may keep. After the first two essays, they grasp the concept of intro, body, conclusion quite easily and are able to get more creative as the unit progresses.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do you answer analytical questions using evidence from the text?* • *How does knowing historical background aid in understanding characters' thoughts and feelings?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students must know how to format papers correctly and writing about topics that they know well allows the lesson to be taught with ease. This also sets them up for the research paper that ends the year.	

Unit: *Argumentative Research Paper*	*March-May*
Standards Taught	
11-12.W.1 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 transitional 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.
11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience
11-12.W.5 Use a writing process to 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.)
11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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., analyze, analysis, analytical; advocate, advocacy).
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.
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).
9-10.L.6 Acquire and accurately use general academic and subject-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.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. *Students who excel may write more than the minimum requirement.*	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will choose an argument and back up that argument with strong evidence while acknowledging differing opinions.* *Students will write for an extended period.* *Students will explain why they chose their sources and how they plan to utilize those sources in their paper.* *Students will peer edit their classmates' works.* *Students will outline the plan for their research paper.* *Students will use MLA format.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.*	*Annotated bibliography* *Outline* *In-text citation* *Attention-grabber*	*Annotated bibliography* *Outline* *Peer edits*

Know how to write in complete sentences	*Link* *Thesis* *Introduction* *Transition sentences* *Body paragraphs* *Conclusion* *Run-on* *Fragment*	*Argumentative research paper* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*
Reflection: Research papers allow students to participate in academic dialogue. Many students feel that this type of writing is the writing that they will continue to use if they continue their education once they graduate.	**Essential Questions:** • *What is an annotated bibliography?* • *What is an appropriate source?* • *How do I know how I will use a source in a paper?* • *How do I outline a plan for my research paper?* • *How do I use in-text citations?* • *How do I paraphrase what a source said?* • *How do I use directly quote a source?* • *How do I make readers agree with my argument?* • *How do I acknowledge what those who disagree say without ruining my argument?* • *How do I properly format a works cited page?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Professors expect students who graduate from high school to know how to write research papers. For them to succeed in their next step of education, they must have some background in this type of writing.	