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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Quarter 1Weeks 1-6 | Introduction to Business English and College Admissions Essay  | * Proper format for letters and resumes
* Interview and workplace etiquette (if time allows)
* Narrative/descriptive writing
 | * Resume
* Cover letter
* Business letter
* Thank you letters
* Personal Narrative (college admissions essay)
 | **12W3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **11-12L3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.  | * “How to Write a College Essay” USNews Article
* “How to Write a Winning Resume in 2020” YouTube video
* “Grit: The Passion of Power and Perseverance” *TEDTalk*
* “Why You Will Fail to Have a Great Career” *TEDTalk*
* “How to Write a Cover letter” HBR.org
* Samples of cover letters and resumes
* College admissions essays samples
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| Quarter 1Weeks 7-10 | Introduction to Public Speaking | * Effective spoken communication
* Ethos, pathos, logos, and other rhetorical persuasion
* Writing for a specific audience
 | * Persuasive Speech (Senior Proficiency)
 | **11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **11-12W6:** Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate.**11 -12W7:** Gather relevant information from multiple 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; avoid plagiarism. **11-12SL4**: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style | * Speak up! Textbook chapters: “Introduction to public speaking” and “Persuasive speaking”
* Samples of good persuasive speeches from YouTube
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| Quarter 2Weeks 1-10 | *1984* Then and Now | * Comparing texts to different mediums with similar themes
* Comparing fiction and non-fiction texts
* Author’s purpose in fiction and non-fiction texts
 | * Compare and contrast essay
* Reading questions focused on literary elements, comprehension, and analysis
* *Minority Report* vs. *1984* analysis
 | **11-12R7:** In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) **11 -12R5:** In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument. **11-12R7:** In literary texts, analyze multiple adaptations of a source text as presented in different formats. **11-12W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of facts. **11-12W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  | * *1984*
* *Minority Report* “Boston Dynamics robot dog Spot encourages social distancing in Singapore” CNBC article
* “Why Orwell’s 1984 Could Be About Now” BBC article
* NPR episode on China’s WhatsApp citizen surveillance
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| Quarter 3Weeks 1-10 | Setting, Culture, and Conflict | * Analyze fiction and non-fiction texts for author’s purpose, bias, and rhetorical devices
* Compare texts
* Understand how perspective and bias shape author’s purpose and audience’s interpretation
 | * Serial analysis using TPT worksheets to analyze rhetorical devices, author’s purpose, bias, discrimination, and word choice
* Classification and division essay to compare texts or break down one major text
* Student choice book journal and analysis sheets
 | **11-12R3:** In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence. **11-12R4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific words.  **11-12** **R6** In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI and RL) **11 -12R8:** Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence isrelevant and sufficient. **11-12W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of evidence. **11-12W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **11-12SL1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. **11 -12SL3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.  | **Major Texts:** ***Serial* podcast** **(Student choice of book):**Non-fiction choices* *Outcasts United* by Warren St. John
* *I Am Malala* by Malala Yousafzai
* *Angela’s Ashes* by Frank McCourt
* *I Will Always Write Back* by
* Alifirenka, Welch, and Ganda

Fiction choices: * *The Hate You Give* by Angie Thomas
* *All American Boys* by Jason Reynolds
* *Joy Luck Club by* Amy Tan
* *In the Time of the Butterflies* by Julia
* Alvarez
* *Curious Incidents of the Dog in the*
* *Night-Time* by Mark Hammond

Special Education recommendations:* *All American Boys* by Jason Reynolds
* *Joy Luck Club* (excerpts chosen) by Amy Tan
* *Monster* by Walter Dean Myers (not listed above)

**Supplemental Texts*** “Gun Country” photo essay *New York Times*
* “I Cry” by Tupac Shakur
* “Among Elms and Maples, Morgantown, West Virginia, August, 1935” by Maggie Anderson
* “Morgantown, West Virginia” photo
* “Feeling Like an Outsider: Embracing the Hidden Gifts” TEDTalk What are the benefits of being an outsider? Does the character in your book benefit from being an outsider? Do you?
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| Quarter 4Weeks 1-5 | History’s Mysteries Research Paper (Senior Proficiency) | * Analyzing the validity of nonfiction texts
* MLA style
* Proper research methods
* Organizing information found from various sources on the internet and from print sources
* If possible, using academic journals to support students’ theories
 | * Research essay arguing one theory to solve a mystery
* MLA formatted outline
* Compilation of research facts, preferably completed on index cards or in OneNote
* MLA formatted Works Cited
 | **11 -12R8:** Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal  reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments. **11-12R9:** Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RL&RI) **11-12W1:** Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **11-12W6:** Conduct research through self-generated question, or solve a problem; narrow or broaden the thesis. **11 -12W7**: Gather relevant information from multiple 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; avoid plagiarism.  | * Teacher created research project
* MLA Handbook
* Easybib.com
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| Quarter 4Weeks 6-10 |  | * Identify themes in *Death of a Salesman*
 | * TBD
 | **11 -12R2:** Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.  | * *Death of a Salesman* by Arthur Miller
* “Richard Cory” by Edwin Arlington Robinson
* “The Yellow Wallpaper” by Charlotte Perkins Stetson
* “Now Where Have I Seen Her Before?” excerpt from *How to Read Literature Like a Professor*
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