Literacy Content Framework
ELEVENTH GRADE TOOLSET
VERSION 1.0 - SY12-13
CITY OF CHICAGO
Rahm Emanuel
Mayor

CITY BOARD OF EDUCATION
David J. Vitale
President
Jesse H. Ruiz
Vice President

Members:
Henry S. Bienen
Dr. Mahalia A. Hines
Penny Pritzker
Rodrigo A. Sierra
Andrea L. Zopp

CHICAGO PUBLIC SCHOOLS
Jean-Claude Brizard
Chief Executive Officer
Jennifer Cheatham, Ed.D.
Chief of Instruction
<table>
<thead>
<tr>
<th>Reading Complex Texts</th>
<th>Writing About Texts</th>
<th>Research Project</th>
<th>Narrative Writing</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL/RI.11-12.10</td>
<td>W.11-12.1-2, 4-6, 9-10</td>
<td>W.11-12.7-9, RL/RI.11-12.1-10</td>
<td>W.11-12.3-6, 10</td>
<td>W.11-12.1-3, 9</td>
</tr>
<tr>
<td>3-5 Short Texts</td>
<td>4-6 Analyses per quarter</td>
<td>1 Research Paper per quarter</td>
<td>2 Narratives per year</td>
<td>RI.11-12.1</td>
</tr>
<tr>
<td>per quarter</td>
<td>(RL/RI.11-12.1 &amp; W.11-12.9)</td>
<td>(As evidenced in written products aligned to W.11-12.1, W.11-12.2, or W.11-12.9)</td>
<td>Written Product</td>
<td></td>
</tr>
<tr>
<td>At least 2 Informational &amp; 2 Literature a year</td>
<td>Daily Routine Writing (W.11-12.9) (RL/RI.11-12.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOY**

- **Q1**
  - Literature: 2-3 Informational Texts: 1-2
  - Use short argument pieces as mentor text(s) to support the development of students’ argument writing in preparation for quarter benchmark.
  - Q1 Focus on arguments
    - Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.
    - Integrate knowledge from sources when composing
    - Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argumentative or informative/explanatory text.
  - BOY
    - Ri.11-12.1.1, W.11-12.9
    - Performance Task for Pre-Assessment* Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.
    - End of Q1
      - W11-12.1 (argument writing)
      - RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

- **Q2**
  - Literature: 2-3 Informational Texts: 1-2
  - Use short argument pieces as mentor text(s) to support the development of students’ argument writing in preparation for quarter benchmark.
  - Q2 Focus on arguments
    - Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.
  - End of Q2
    - W11-12.1 (argument writing)
    - RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

- **Q3**
  - Literature: 2-3 Informational Texts: 1-2
  - Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.
  - Q3 Focus on inform & explain
    - Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.
  - End of Q3
    - W11-12.2 (informational writing)
    - RL.11-12.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)

- **Q4**
  - Literature: 2-3 Informational Texts: 1-2
  - Use short argument pieces as mentor text(s) to support the development of students’ argument writing in preparation for quarter benchmark.
  - Q4 Focus on arguments
    - Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.
  - End of Q4
    - Ri.11-12.1, W.11-12.9
    - Performance Task for Pre-Assessment* Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.
Eleventh Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

<table>
<thead>
<tr>
<th>Suggested genres to guide the teaching of complex text:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature:</strong> adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, parodies, satire, drama, graphic novels, plays, poems (narrative, free-verse) sonnets, ballads and epics</td>
</tr>
<tr>
<td><strong>Informational/Literary Nonfiction:</strong> subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; U.S. foundational texts; and historical, scientific, technical or economic accounts</td>
</tr>
<tr>
<td><strong>Short Texts:</strong> short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking</td>
</tr>
<tr>
<td><strong>Extended Texts:</strong> extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Reading and Writing in Each Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite evidence RL/RI.11-12.1</td>
</tr>
<tr>
<td>Analyze content RL/RI.11-12.2-9, SL.11-12.2-3</td>
</tr>
<tr>
<td>Study and apply grammar L11-12.1-3, SL.11-12.6</td>
</tr>
<tr>
<td>Study &amp; apply vocabulary L11-12.4-6</td>
</tr>
<tr>
<td>Conduct discussions SL.11-12.1</td>
</tr>
<tr>
<td>Report findings SL.11-12.4-6</td>
</tr>
</tbody>
</table>

¹Standard RL.1-12.8 stipulates that students “delineate and evaluate the reasoning in seminal U.S. texts.” Teachers should incorporate these texts, where relevant, during the academic year.

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.
<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Unifying Concepts</td>
<td>Individualism and Modernity</td>
<td>Q1 Unit 1 How does an individual define him or herself in a complex world? Do our experiences shape us or do we have an innate self?</td>
<td>Beginning of Year (BOY): RI.11-12.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment††</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q1 Unit 1 Note: we selected short texts for the first unit of the year to build students' capacity to read complex texts. An extended text is included in Q1, Unit 2. Short Texts (literary, informational, editorial, cinematic) Excerpts from Beowulf, translation by Seamus Haney or Burton Raffel Excerpts from Grendel by John Gardner Magna Carta Declaration of Independence Rights of Man by Thomas Paine Declaration of the Rights of Man Excerpts from Hamlet by William Shakespeare Movie Clips of “To be or not to be” soliloquy (Ethan Hawke, Kenneth Branagh, and Mel Gibson) “Self Portrait” by A.K. Ramanujan</td>
<td>Q1 Unit 1 Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.11-12.1; RI.11-12.2 OR RL.11-12.1; RL.11-12.2; W.11-12.1; W.11-12.9</td>
</tr>
<tr>
<td>Q1 Unit 2 How does modernity challenge the individual?</td>
<td>Q1 Unit 2 Extended Text Waiting for Godot by Samuel Beckett Short Texts (informational and literary) Selected poems by W.H. Auden Songs of Innocence and Experience by William Blake Prometheus Unbound by Percy Bysshe Shelley Selected poems by William Wordsworth Selected poetry by W.B. Yeats “The Work of Art in the Age of Mechanical Reproduction” by Walter Benjamin</td>
<td>Q1 Unit 2 Teacher-created performance assessment Focus on literary analysis in argument writing Primary Standards Assessed: RL.11-12.1; RL.11-12.2; 11-12.4; W.11-12.1</td>
<td>End of Q1 Benchmark Assessment† W.11-12.1 (argument writing) RL.11-12.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</td>
</tr>
</tbody>
</table>

†We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map.

† These performance tasks will also be used to measure student growth for teacher evaluation.

†† These will be provided by the district.
## Eleventh Grade Curriculum Map

### Quarter 2

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2 Unifying Concepts Individualism and Culture (race, class, and gender)</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
</tr>
<tr>
<td></td>
<td>How does an individual conform to, counter, and redefine him or herself against social and cultural norms?</td>
<td>Extended Text A Room of One’s Own by Virginia Woolf The God of Small Things by Arundhati Roy</td>
<td>Teacher-created performance assessment Focus on extended research and argument Primary Standards Assessed: RI.11-12.1; RI.11-12.2; 11-12.4; W11-12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short Texts (literary and informational) Excerpts from The Canterbury Tales by Geoffrey Chaucer Excerpts from Learning to Labor by Paul Willis Persepolis by Marjane Satrapi Excerpts from Jane Eyre by Charlotte Bronte Excerpts from Wide Sargasso Sea by Jean Rhys</td>
<td>End of Q2 Benchmark Assessment† W11-12.1 (argument writing) RI.11-12.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</td>
</tr>
</tbody>
</table>

---

We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map.

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.
<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3 Unifying Concepts</td>
<td>How do power and politics affect individual identity?</td>
<td>3-5 short texts; 1 extended text per quarter Balance between literary and informational text¹</td>
<td>Q3 Unit 4 (quarter-long unit) Teacher-created performance assessment Focus on research Primary Standards Assessed: RL.11-12.6; RL.11-12.9; RI.11-12.6; RI.11-12.7; RI.11-12.8; W.11-12.2; W.11-12.5; W.11-12.7; W.11-12.8</td>
</tr>
<tr>
<td>Individualism and Power (power, colonialism, and imperialism)</td>
<td></td>
<td></td>
<td>End of Q3 Benchmark Assessment † W.11-12.2 (expository/informational writing) RI11-12.1 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)</td>
</tr>
</tbody>
</table>

¹We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map.

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.
**Eleventh Grade Curriculum Map**

**Quarter 4**

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q4 Unifying Concepts</strong></td>
<td><strong>Q4 Unit 5 (quarter-long unit)</strong></td>
<td><strong>3-5 short texts; 1 extended text per quarter</strong></td>
<td><strong>Q4 Unit 5 (quarter-long unit)</strong></td>
</tr>
<tr>
<td>Individualism and Post-modernity (post-colonialism, postmodernism, and globalism)</td>
<td>How does an individual define him or herself in a complex world?</td>
<td>Balance between literary and informational text†</td>
<td>Teacher-created performance assessment</td>
</tr>
<tr>
<td></td>
<td>Q4 Unit 5 (quarter-long unit)</td>
<td><strong>Extended Text</strong></td>
<td>Focus on anecdotal narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>White Teeth</em> by Zadie Smith</td>
<td>Primary Standards Assessed: RL.11-12.3; RL.11-12.5; RL.11-12.7; RI.11-12.3; RI.11-12.5; RI.11-12.7; W.11-12.3; W.11-12.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Short Texts</strong> (literary and informational)</td>
<td>End-of-Year (EOY): RI 11-12.1 and W.9 Performance Task (reading and writing about text with evidence) for Post-Assessment*†</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Imaginary Homelands</em> by Salman Rushdie (selected essays)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Excerpts from Midnight’s Children</em> by Salman Rushdie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Algebra of Infinite Justice</em> by Arundhati Roy (selected essays)</td>
<td></td>
</tr>
</tbody>
</table>

1We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.
# Eleventh Grade Unit One

## The Individual in a Complex World

### Unit Name: The Individual in a Complex World

**Unit Description:** By the end of the unit, students will have developed a deeper understanding of how writers and thinkers conceptualize identity and the self.

**Length:** 4-5 Weeks

### Enduring Understandings
- Individuals make meaning of the world through a strong sense of self
- Individuals make choices based on their understanding of themselves
- Readers summarize, synthesize, and evaluate a broad range of ideas and information presented in texts

### Essential Questions
- How does an individual define him/herself in a complex world?
- Do our experiences shape us or do we have an innate self?

### Common Core Standards

#### Primary Standards Assessed
- W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

OR

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

#### Secondary Standards Addressed
- RI.11-12.9; RI.11-12.10; RL.11-12.10; RI.11-12.3; RL.11-12.3; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1
Cognitive Skills  | **Reading, Writing, and Citing Textual Evidence**
---|---
|  | - Literal and inferential comprehension
|  | - Summarizing
|  | - Draw conclusions from textual and/or visual evidence
|  | - Apply the qualities of analytical and argumentative writing

Content  | **Building Knowledge through Texts**
---|---
|  | - Western conception of self
|  | - Exploring the intersection of the self and the larger society
|  | - Details in a text work together to convey an overall meaning
|  | - Understand the connection between a variety of genres and modalities (plays, novels, essays, poems, movies, etc.)

<table>
<thead>
<tr>
<th>Assessments</th>
<th><strong>Diagnostic (Pre-Assessment)</strong></th>
</tr>
</thead>
</table>
|  | 1. Students will read “Imaginary Homelands” by Salman Rushdie
|  | 2. After reading the essay and participating in a teacher facilitated Socratic Seminar in which students will begin to address the question “What factors shape who we are?”, students should write a short analysis in which they provide rationale for their interpretation.

<table>
<thead>
<tr>
<th></th>
<th><strong>Formative Assessments</strong></th>
</tr>
</thead>
</table>
|  | - Writing in response to reading and discussion

<table>
<thead>
<tr>
<th></th>
<th><strong>Summative Performance Assessment</strong></th>
</tr>
</thead>
</table>
|  | (see attached)

<table>
<thead>
<tr>
<th>Texts/Resources</th>
<th><strong>Note: we selected short texts for the first unit of the year to build students’ capacity to read complex texts. An extended text is included in Q1, Unit 2 (see grade 11 Curriculum Map).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Reading Short Text (literary, informational, and argumentative within grade band complexity)</strong></td>
</tr>
</tbody>
</table>
|  | - “Imaginary Homelands” by Salman Rushdie
|  | - Excerpts from *The Magna Carta*
|  | - Excerpts from *Declaration of the Rights of Man*
|  | - Excerpts from *Rights of Man* by Thomas Paine
|  | - Excerpts from *Declaration of Independence*
|  | - Excerpts from *Essay Concerning Human Understanding* by John Locke
|  | - “Self-Portrait” by A.K. Ramanujan
|  | - Excerpts from *Beowulf* (translation by Seamus Heaney)
|  | - Excerpts from *Grendel* by John Gardner
|  | - Excerpts from *Hamlet* by William Shakespeare
### Learning Activities

#### Preparing Students to Read
- Read Rushdie’s introduction in the anthology “Imaginary Homelands” that examines identity and how individuals make sense of their experiences.
- Response to reading: “According to Rushdie, what factors shape who we are?”
- Students will discuss how the author Rushdie talks about individual identity and the metaphor of the broken mirror and fragmentation.
- Introduce main focus of the unit, including Enduring Understandings and Essential Questions
- Students will be directed to think about the essential question and how the individual is framed in the context of the readings that they will encounter.

#### Week 1—The Revolutionary Idea of the Self

##### Short Texts:
- Introduction to *Imaginary Homelands* by Salman Rushdie
- *Essay Concerning Human Understanding* by John Locke
- *Declaration of Independence*

Teacher selected contemporary articles that reflect argument writing

##### Minilessons/Activities for Close Reading
- After reading the Rushdie’s essay and introducing the unit, the teacher will select excerpts from *Essay on Human Understanding*.
- Teacher will preview key concepts and vocabulary through Frayer Model.
- Students will read and annotate, paying particular attention to Locke’s claim about self and identity.

##### Conduct Discussions, and Report Findings through Group Discussions
- Teacher will lead discussion on the implications of this concept on how we think about individualism, the self, and personal identity: According to Rushdie, do our experiences shape us, or do we have an innate self?—after teacher led discussion, students will fill out a graphic organizer in which students will identify quotes/sections from the essay that support either position.
- Teacher will choose relevant excerpts from the *Declaration of Independence*. Students will read and annotate. In small groups, students will complete graphic organizer.
- Teacher will lead discussion on the emergence of the political self—how does modern government conceptualize the individual?

### Strategies for Varied Learning Profiles
- Allow Thomas to import text into a digital format that allows him to chunk text for increased readability and allow for frequent checks for understanding.
- The use of graphic organizers and visual aids support Lily’s understanding of key concepts.
- Allow Thomas to capture Rushdie’s interpretation of individual identity in a format that is easily accessible for the upcoming learning activities.
- Small and large group discussion allows Lily to practice her listening and speaking skills.
- The instructor should set the stage for independent reading by explicitly stating the purpose for reading and allowing Thomas to, again, chunk text into discrete sections and organize notes along the structure he creates.
- During small group discussions, strategically place Lily in a mixed ability group so that she receives support from her peers.
- During small group discussions, ensure that Thomas remains on task by encouraging self-regulatory behaviors and reinforcing the time limitations attached to the tasks.
**Learning Activities**

<table>
<thead>
<tr>
<th>Minilessons/Activities for Teaching Writing to Develop and Convey Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be introduced to argument writing by first being immersed in this mode of writing. After initially reading the mentor text “Imaginary Homelands” to reflect upon the content and conceptual focus of the unit, the teacher will read aloud relevant sections of “Imaginary Homelands.” Students will be guided through the process of “reading like a writer,” paying particular attention to the rhetorical strategies the author makes within this mode in order to introduce a claim, provide supporting evidence, etc.</td>
</tr>
<tr>
<td>Students will be given collections of contemporary essays from magazines and newspapers that reflect argumentative writing. Students will be directed to identify the ways that the writer introduces, supports, and builds upon an argument.</td>
</tr>
</tbody>
</table>

**Week 2—Identity in conflict: Exploring Archetypes and Fixed Identities**

Beowulf translation by Seamus Heaney or Burton Raffel (excerpts)

Grendel by John Gardner (excerpts)

**Preparing Students to Read**

- Teacher will provide some background knowledge on Anglo-Saxon culture and the historical context of the poem and the emergence of archetypes in literature.
- Students will listen to excerpts from Beowulf downloaded from [http://www.wwnorton.com/college/english/nael/noa/audio.htm](http://www.wwnorton.com/college/english/nael/noa/audio.htm)

**Reading Short Complex Texts, Analyze Content Daily Routine Writing About Texts, and Conduct Discussions**

- Students will write in response to the question: Is Beowulf a hero? followed by a large group discussion on identity, heroism, and individualism.
- In small groups, students will be working on the graphic organizer, pulling out direct quotes from the text that will respond to the question: Do our experiences shape us, or do we have an innate self?
- Students will read excerpts from Grendel and revisit the question of hero/villain.

**Strategies for Varied Learning Profiles**

- During large group discussions, the instructor should employ adequate wait time after queries to allow Thomas to digest queries and respond appropriately.
- Large group discussion allows Lily to practice her listening and speaking skills.
- Set a clear and explicit purpose for the review of contemporary articles. Thomas should be allowed to conduct a brief task analysis and determine how much time to devote to each aspect of the activity. Time should be built in for short, managed breaks, or the activity can be designed to allow Thomas to shift among foci in a way that maintains attention.
- The instructor should explicitly remind Thomas of the purpose of the listening activity and encourage note-taking as he listens to the excerpts.
- Chunk excerpts from Grendel and allow for Thomas to conduct checks for understanding on the bigger question of what defines a hero/a villain.
- Allow time for Lily to talk through the differences between the texts in her native language in order to support her thinking about the texts.
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Strategies for Varied Learning Profiles</th>
</tr>
</thead>
</table>
| ▪ Response to Writing: How does this re-telling of the Beowulf epic shift our understanding of what it means to be a hero?  
▪ Students will complete the graphic organizer to articulate their understanding of identity and experience after reading Grendel.  
▪ Teacher will facilitate a whole group discussion on identity and heroism. | ▪ Ensure that Thomas maintains appropriate attention during the viewing of various movie adaptations by setting the stage for the discussion to follow that outlines the differences amongst said adaptations. Encourage note-taking to that end. |

**Written Analyses about Texts, Cite Evidence, and Study and Apply Language Conventions**

▪ Teacher will use a combination of shorter essays to model how to construct different parts of an argument/literary analysis piece, including how to introduce a topic, establish a claim, organize various parts of an essay, use specific rhetorical strategies, and support a claim with textual evidence.

**Week 3—Identity as Action: Moving Towards Ambiguity**

*Hamlet* by William Shakespeare (excerpts)

**Short Texts:**
- Movie clips of the “To be or not to be” soliloquy by Hamlet (1990, 1996, 2000)
- “Self-Portrait” by A.K. Ramanujan (poem)

**Reading Complex Texts**

▪ Students view different movie adaptations of Hamlet’s “To Be or Not to Be” soliloquy.
▪ In small groups students will discuss the differences in the three adaptations and how each version reflect the director’s interpretation of Hamlet’s identity.
▪ Students will read selected excerpts of *Hamlet* and discuss the following question: What is Hamlet’s struggle with who he is? How does he make sense of action and inaction? How are action and identity inter-related?
▪ Students will complete the graphic organizer in response to the question: Do our experiences shape us, or do we have an innate self?
▪ Students will also read “Self-Portrait” and discuss the significance of the father-son relationship in both the poem and *Hamlet*. 
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Written Analyses of Texts and Cite Evidence</th>
<th>Strategies for Varied Learning Profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reflective writing: how is Locke’s notion of identity reflected in Hamlet? Students will construct a short response in which they introduce a claim using a rhetorical strategy that they have encountered in the various essays they have read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4—Performance Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Analyses of Texts, Cite Evidence, and to Study and Apply Language Structures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Teacher will introduce the Performance Assessments to students.</td>
<td>▪ Thomas should be allowed the time and opportunity to plan for this task. Prior to drafting a response, he should formally decide upon a rhetorical strategy based on exposure to the teacher selected essays, access his reference point in Locke’s concept of identity, and create a shell of his writing with a corresponding timeline for completion.</td>
<td></td>
</tr>
<tr>
<td>▪ Students will use selected literary and informational texts from the unit to begin composing the essay.</td>
<td>▪ Lily should be provided with one-on-one reading support where she will get assistance in identifying the main idea of the text and how to use context clues to determine meanings of words.</td>
<td></td>
</tr>
<tr>
<td>▪ Students will spend time gathering evidence as well as utilize the evidence they have gathered throughout the unit captured in their graphic organizer. (RI.11-12.1, W.11-12.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Students will be engaged in the writing process, including brainstorming, gathering evidence, drafting, revising, and editing. (W.11-12.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Teacher will confer with students through independent or guided writing conferences. (W.11-12.4, W.11-12.5, L.11-12.1, L.11-12.2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eleventh Grade Assessment

Unit One

Standards:

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

OR

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.I.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Texts:

- Various Texts from the unit (See unit plan for texts)

Description of Task

Description of Task 1:

Students will draw from the texts they’ve read during the unit as well as a John Locke quote to complete a diacritical journal.

Description of Task 2:

Students will write an essay in which they analyze the extent to which Locke’s ideas about individuality are supported and/or opposed by the texts read in the unit and fit with their own conception of individuality.

General Directions for Administering Assessment:

Teacher:

Hand out the student directions as seen below. Have students read the directions, and then read them aloud. Answer any clarifying questions. Remind students they will be allowed two 40-minute class periods to complete task 1, which requires response and annotation of the various texts in the unit. Students may use alternative formats for the text such as iBooks or audio recordings if they choose. Students will have three 40 minute class periods to outline, draft, revise and complete their final product. More or less time can be afforded according to teacher discretion. Students also have the choice to use text-to-speech software to compose and may present their final product orally.
Eleventh Grade Assessment

Unit One

Student Directions:
According to the Essay on Human Understanding, John Locke believes the idea of individuality “reaches very little farther than our experience.” In the excerpt we read, he states:

“All ideas come from sensation or reflection. Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas: — How comes it to be furnished?... To this I answer, in one word, from EXPERIENCE. In that, all our knowledge is founded; and from that [knowledge] ultimately derives itself.”

Reflect upon Locke’s idea of individuality and complete a diacritical journal in which you paraphrase the meaning of the Locke quote and identify several pieces of textual evidence from the unit texts (including Hamlet) and how they support or oppose the central idea(s) of Locke. You have two 40-minute class periods to complete this task.

After you complete the diacritical journal, write an essay in which you analyze the extent to which Locke’s idea of individuality is supported or opposed in the texts you have read, drawing upon the task you just completed. You may orally present the ideas of your essay when you are finished if you so choose. You will have to select at least three texts from the unit, one of which must be Hamlet, and supply the most relevant evidence from these texts to support a position on the validity of Locke’s claim. In your conclusion you should discuss the extent to which the ideas of Locke and the sources selected fit with your own conception of individuality. You have three 40-minute class periods to complete this task.

Considerations for students with disabilities:
Thomas presents with significant weaknesses in the areas of executive functioning and attending. These weaknesses inhibit his ability to decode text accurately unless an allowance exists for the chunking of text followed by a brief check for understanding. These weaknesses also impede Thomas’ ability to plan, strategize and organize resources relative to the tasks. Thomas needs support in planning and re-reading with a purpose (identify textual evidence that supports or opposes Locke’s ideas). Thomas’s accommodations include:

- Modeling the process for determining evidence versus non-evidence using portions of Hamlet as a model.
- Highlighting and integration of notes into digitally converted texts by using optical character recognition (OCR) software.
- Time for Thomas to talk through how he will manage timelines to guarantee task completion.
- Small, managed work breaks or allow for changes in work focus as Thomas completes both tasks one and two.
- Allow Thomas to schedule tasks and think through only the resources critical to work completion by setting up clear criteria for text selection.
- Allow for brief talk aloud surrounding Thomas’s position on the validity of Locke’s claim.
- Create a touchstone/reference point for Locke’s position to allow for quick access to central idea that guides the work.
Considerations for English Language Learners:

Lily is an English Language Learner. According with her last ACCESS (Assessing Comprehension and Communication in English State-to-State) test she is in Level 3 (Developing). Because of her English proficiency level, her teacher will provide her with visual support (pictures) and auditory support (CD or teacher reading out loud). The following support strategies for Lily include:

- A one-on-one reading support session where she will get assistance in identifying the main ideas of the text and how to use context clues to determine meaning of words.
- Alternative pathways for accessing key content include charts or texts written in her first language.
# Eleventh Grade Scoring Tool for Assessment

## Unit One

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
</table>
| **RI/RL.11-12.1**
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | □ Textual evidence is not cited.
□ Inferences are not addressed in the analysis. | □ Textual evidence cited is not relevant or is weakly connected to the analysis. | □ Textual evidence is strong and thorough and supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | □ Textual evidence is strong and thorough and reflects examples from throughout the text(s), and may use more than one quote from each text(s), clearly connecting to and supporting relevant points in the analysis. |
<p>| | | | | □ Understands the text at the literal, figurative, and implied levels. Can identify where interpretation is uncertain and provide specific textual evidence using precise and nuanced language (ambiguous, inconclusive, etc.). |
| | | | | □ Provides analyses of the effects and/or intentionality of such uncertainty, with clear connections to author’s purpose as inferred from the text. |</p>
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL11-12.3</strong></td>
<td>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).</td>
<td>□ Analysis does not connect the elements of the story and their development in a logical way.</td>
<td>□ Analysis makes a weak connection amongst the element of the story and how they are developed, leaving out one or more integral elements.</td>
<td>□ Analysis illustrates the impact of the author’s choices regarding how to develop and relate elements of a story or drama, citing clear and specific evidence on how these choices impact meaning of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Evaluates the effectiveness of author’s choices and articulates sound rationale for theories as to why the author made such choices.</td>
</tr>
<tr>
<td><strong>RI.11-12.3</strong></td>
<td>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.</td>
<td>□ Analysis does not connect the individuals, ideas and events and their development in a logical way.</td>
<td>□ Analysis makes a weak connection amongst the individuals, ideas and events and how they are developed, leaving out one or more integral concepts.</td>
<td>□ Analysis illustrates both clear and nuanced connections between a complex set of ideas or sequence of events and explains how specific individuals, ideas or events interact and develop over the course of the text, citing clear and specific evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Evaluates the effectiveness of author’s choices and articulates sound rationale for theories as to why the author made such choices.</td>
</tr>
</tbody>
</table>
### Eleventh Grade Scoring Tool for Assessment (continued)

#### Unit One

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.1</td>
<td>![]</td>
<td>![]</td>
<td>![]</td>
<td>![]</td>
</tr>
</tbody>
</table>

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

- The claim is not present.
- The claim does not acknowledge a counterclaim.
- The claim does not address relevance and/or significance of topic.
- The topic is not developed and does not include relevant facts, definitions, concrete details, quotations, or other information.
- Appropriate transitions are not evident.
- Language and domain specific vocabulary is not present.
- Formal style is not present.
- Concluding statement or section is not present.

- The claim is general and does not create a clear distinction between itself and the counterclaim.
- The claim acknowledges the relevance and/or significance of the topic but does not fully establish its significance through knowledge of topic.
- The introduction does not establish the structure of claim, counterclaim, reasons, and evidence.
- The topic is unevenly developed and some reasons are more heavily supported with relevant facts, definitions, concrete details, quotations, or other information and examples than other reasons.

- 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 claims 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.

- The claim is nuanced and remains constant throughout and is supported by several clear and specific claims.
- Develops own claim, thoroughly examining a wide range of evidence from the texts and implications of each; other opposing claims are examined consistently, in light of evidence from the texts, and evaluated against the writer’s position and other claims in a way that is fair and balanced.
- Presents argument as a coherent and logical sequence of points relating the major claims and counterclaims, linked with a wide range of sophisticated transitional words and phrases that describe both immediate (by contrast, on the other hand, etc.) and long term connections (in sum) throughout the text.
- The topic thoroughly examines a wide range of evidence form the texts and implications for each; other opposing claims are examined consistently, in light of evidence form the texts, and evaluated against the writer’s position and other claims in a way that is fair and balanced.
## Eleventh Grade Scoring Tool for Assessment (continued)

### Unit One

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.11-12.1</strong> (continued)</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Relationships among ideas and concepts are not fully clarified through transitions in some instances.</td>
<td>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.</td>
<td>Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight and implications.</td>
</tr>
<tr>
<td></td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Language and domain specific vocabulary is unevenly presented.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal style is inconsistent and some informal language is present.</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concluding statement is not strongly connected to the information or explanation presented.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>