

# **Grade 12 English Creative and Nonfiction Writing Curriculum**



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## CTECS - Vision of Graduate

### Connecticut Technical Education and Career System

# Vision of a Graduate

*A CTECS Graduate is...*



**A Problem Solver**



**Work Ready**



**Respectful**



**Skilled Socially**



**A Critical Thinker**



**An Effective Communicator**

**The Vision of a Graduate (VoG)** at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

## A Problem Solver

*Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.*

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

## Work Ready

*To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.*

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

## Respectful

*Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.*

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

## Skilled Socially

*Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.*

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

## A Critical Thinker

*Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.*

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

## An Effective Communicator

*Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.*

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

## CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Providing scales and rubrics</li> <li>2. Tracking student progress</li> <li>3. Celebrating success</li> </ol> <p><b>Using Assessments</b></p> <ol style="list-style-type: none"> <li>4. Using informal assessments of the whole class</li> <li>5. Using formal assessments of individual students</li> </ol>	<p><b>Conducting Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. Chunking content</li> <li>7. Processing content</li> <li>8. Recording and representing content</li> </ol> <p><b>Conducting Practicing and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. Using structured practice sessions</li> <li>10. Examining similarities and differences</li> <li>11. Examining errors in reasoning</li> </ol> <p><b>Conducting Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. Engaging students in cognitively complex tasks</li> <li>13. Providing resources and guidance</li> <li>14. Generating and defending claims</li> </ol> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. Previewing strategies</li> <li>16. Highlighting critical information</li> <li>17. Reviewing content</li> <li>18. Revising knowledge</li> <li>19. Reflecting on learning</li> <li>20. Assigning purposeful homework</li> <li>21. Elaborating on information</li> <li>22. Organizing students to interact</li> </ol>	<p><b>Using Engagement Strategies</b></p> <ol style="list-style-type: none"> <li>23. Noticing and reacting when students are not engaged</li> <li>24. Increasing response rates</li> <li>25. Using physical movement</li> <li>26. Maintaining a lively pace</li> <li>27. Demonstrating intensity and enthusiasm</li> <li>28. Presenting unusual information</li> <li>29. Using friendly controversy</li> <li>30. Using academic games</li> <li>31. Providing opportunities for students to talk about themselves</li> <li>32. Motivating and inspiring students</li> </ol> <p><b>Implementing Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. Establishing rules and procedures</li> <li>34. Organizing the physical layout of the classroom</li> <li>35. Demonstrating withitness</li> <li>36. Acknowledging adherence to rules and procedures</li> <li>37. Acknowledging lack of adherence to rules and procedures</li> </ol> <p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>38. Using verbal and nonverbal behaviors that indicate affection for students</li> <li>39. Understanding students' backgrounds and interests</li> <li>40. Displaying objectivity and control</li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating value and respect for reluctant learners</li> <li>42. Asking in-depth questions of reluctant learners</li> <li>43. Probing incorrect answers with reluctant learners</li> </ol>

## Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

## Curriculum Components

### Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

### Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

## **Vertical Alignment**

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

## **Learning Outcomes**

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

## **Vocabulary**

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

## **Resources**

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

## **Assessment Practices**

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

## Literacy Vision

The vision for literacy in the Connecticut Technical Education and Career System (CTECS) is to cultivate a literate and productive student body who are college and/or career ready. The vision at CTECS is to develop relevant, lifelong reading and writing habits in our students that will enhance their learning pathway and prepare them for success in a global community.

## English Curriculum Philosophy

The CTECS English Curriculum 24-25 revision was modeled after the CSDE English Language Arts (ELA) Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

## Aligned Prioritized Standards

- [CTECS Grade 12 CT Core Standards Alignment](#)
- [CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, 6–12 STANDARDS PROGRESSION](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)
- [24-25 English Curriculum Prioritized Standards by Grade Level and Unit](#)

### Grade 12 English Curriculum Prioritized Standards by Unit

*Note: The standards prioritized progression by unit is the same across all Grade 12 Senior Seminars regardless of the content in the units*

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Priority Standards</b>	RL.11-12.5 RI.11-12.6 W.11-12.2 SL.11-12.3 L.11-12.5 L.11-12.5b	RL.11-12.7 RI.11-12.2 W.11-12.4 SL.11-12.2 L.11-12.4 L.11-12.4a L.11-12.4c	RL.11-12.2 RI.11-12.6 W.11-12.1 SL.11-12.4 L.11-12.4	RL.11-12.5 RI.11-12.2 W.11-12.3 SL.11-12.4 L.11-12.5 L.11-12.5b

## Grade 12 English: Creative and Nonfiction Writing Curriculum Unit 1

### Priority Standards Addressed in Unit 1

#### **RL.11-12.5**

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.

#### **RI.11-12.6**

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### **W.11-12.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **SL.11-12.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### **L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### **L.11-12.5b**

Analyze nuances in the meaning of words with similar denotations.

### **Transfer Goal: Aligned to District Vision of a Graduate:**

#### **A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.11-12.5
  - RI.11-12.6
  - W.11-12.2
  - SL.11-12.3
- evaluates sources of information for reliability
  - RI.11-12.6
  - W.11-12.2
  - SL.11-12.3
- willingness to adapt to new information and question things
  - RL.11-12.5
  - RI.11-12.6
  - W.11-12.2
  - SL.11-12.3
- makes rational decisions based on application of evidence and observation

- RL.11-12.5
- RI.11-12.6
- W.11-12.2
- SL.11-12.3

### **An Effective Communicator**

- clearly and concisely conveys information for shared understanding
  - W.11-12.2
  - SL.11-12.3
  - L.11-12.5
  - L.11-12.5b
- command of the language; written and verbal
  - W.11-12.2
  - SL.11-12.3
  - L.11-12.5
  - L.11-12.5b
- actively listens
  - SL.11-12.3

### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - W.11-12.2
  - SL.11-12.3
  - L.11-12.5
  - L.11-12.5b
- interacts with diverse audiences in a manner appropriate for the setting
  - W.11-12.2
  - SL.11-12.3
- empathizes with and values others
  - RI.11-12.6
  - W.11-12.2
  - SL.11-12.3

### **Respectful**

- communicates with care and professionalism
  - W.11-12.2
  - SL.11-12.3
  - L.11-12.5
  - L.11-12.5b

### **Big Ideas:**

- An author makes purposeful choices about the structure of the writing that impact interpretation of text.
- Understanding the effective use of rhetoric helps identify an author's point of view. Style and content also contribute to rhetorical effectiveness.
- It is important to develop ideas in expository writing with an organized structure and specific vocabulary to achieve the purpose for the writing.

- Figurative language, word relationships, and nuances convey meaning and maintain reader interest.

**Essential Questions:**

- How do an author’s structural choices impact meaning?
- Why is it necessary to analyze how style and content create effective rhetoric?
- Why is it important to incorporate strong writing technique in informative/ explanatory writing?
- Why is it important to demonstrate understanding of figurative language, word relationships, and nuances in word meanings?

**Learning Outcomes**

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p><b>RL.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Structure</li> <li>● Structural choices</li> </ul>	<p><b>RL.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Analyze the textual structure examining author’s choices in developing plot elements.</li> <li>● Draw conclusions about how the structure contributes to aesthetic impact.</li> </ul>
<p><b>RI.11-12.6</b></p> <ul style="list-style-type: none"> <li>● Rhetorical strategies</li> <li>● Methods of persuasion</li> <li>● Author’s point of view</li> </ul>	<p><b>RI.11-12.6</b></p> <ul style="list-style-type: none"> <li>● Explain how the author’s point of view is conveyed in the text.</li> <li>● Explain how point of view influences the main argument (claim).</li> <li>● Explain an author’s purpose.</li> <li>● Analyze the use of stylistic elements and persuasive methods.</li> </ul>
<p><b>W.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Effective introduction, body, conclusion</li> <li>● Concrete ideas including significant and relevant facts</li> <li>● Formatting styles</li> <li>● Objective tone</li> <li>● Audience</li> </ul>	<p><b>W.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Introduce and organize complex ideas.</li> <li>● Incorporate formatting, graphics, and multimedia to aid comprehension.</li> <li>● Incorporate significant and relevant facts to develop the topic.</li> <li>● Provide an effective conclusion.</li> </ul>
<p><b>SL.11-12.3</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Use of evidence</li> <li>● Rhetoric assessment</li> <li>● Organizational patterns</li> <li>● Intended audience</li> </ul>	<p><b>SL.11-12.3</b></p> <ul style="list-style-type: none"> <li>● Identify the main points in a presentation.</li> <li>● Evaluate the speaker’s rhetorical choices, including persuasive techniques and rhetorical devices.</li> </ul>

<ul style="list-style-type: none"> <li>● Tone</li> <li>● Transitions</li> <li>● Stance</li> <li>● Premise</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate whether the speaker's choices are appropriate for the intended audience.</li> <li>● Evaluate how the speaker's word choice, point of view, delivery, and tone affects the audience on an intellectual level and/or emotional level.</li> </ul>
<p><b>L.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Hyperbole</li> <li>● Onomatopoeia</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Idiom</li> <li>● Euphemism</li> <li>● Nuance</li> <li>● Oxymoron</li> <li>● Paradox</li> <li>● Connotation</li> <li>● Denotation</li> </ul>	<p><b>L.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Analyze the role of figurative language within a text.</li> <li>● Analyze the effect of nuances in writing and speech.</li> </ul>
<p><b>L.11-12.5b</b></p> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Interpret</li> <li>● Nuance</li> <li>● Denotation</li> </ul>	<p><b>L.11-12.5b</b></p> <ul style="list-style-type: none"> <li>● Determine the meaning of figurative language (idioms, metaphors, similes, etc.).</li> </ul>
<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Ethos</li> <li>● Claim*</li> <li>● Thesis statement*</li> <li>● Transitions*</li> <li>● Stance</li> <li>● Entertain</li> <li>● Premise</li> <li>● <u>Persuasive</u> appeals</li> <li>● Paradox</li> <li>● Denotation</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Analyze*</li> <li>● Aesthetics/aesthetic impact</li> <li>● Plot Structure <ul style="list-style-type: none"> <li>○ Exposition</li> <li>○ Inciting <u>incident</u>/conflict</li> <li>○ Rising action</li> <li>○ Climax</li> <li>○ Falling action</li> </ul> </li> </ul>	

- Resolution
- Diction
- Genre
- Rhetoric
- Rhetorical devices
  - Pathos
  - Logos
  - Rhetorical question
  - Repetition
  - Anecdote
  - Anaphora
  - Antithesis
- Argument\*
- Style\*
- Point of view/perspective\*
- Author's purpose\*
- Syntax
- Informative and/or explanatory text\*
- Literary devices
  - metaphor\*
  - simile\*
  - analogy\*
- Domain-specific vocabulary
- Cohesion
- Multimedia
- Graphics
- Formatting
- Tone\*
- Evidence\*
- Media
- Purpose\*
  - Persuade
  - Inform
- Organizational patterns\*
- Inductive reasoning
- Deductive reasoning
- Nuance
- Hyperbole
- Idiom
- Euphemism
- Oxymoron
- Onomatopoeia
- Simile\*
- Metaphor\*
- Personification
- Interpret\*
- Connotation

## Resources:

### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
  - <https://www.readwritethink.org/>
    - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

### Engage NY Resources:

- [Grade 12 Module 1: Unit 1-3](#)
- [Grade 12 Module 2: Unit 1 & 2](#)

### Achieve the Core Resources:

- ["A Few Dont's by an Imagiste"](#)

## Suggested Texts:

### Non-fiction

- [What is Memoir? It is a three-legged stool of what your story is about, your argument and one more thing.](#)
- [On Writing by Stephen King \(excerpt\)](#)
- [The Electric Typewriter](#) (memoir articles categorized by topic) "Born a Crime" from *It's Trevor Noah* --Actively Learn
- "Guide Dogs Don't Lead Blind People. We Wander as One" by Haben Girma
- "Defining My Indigenous Culture for Myself and Others: P.S. Not all Indigenous people are Native American" by Liza Tuyuc
- "My Own Stamp of Approval" by Matthew Carlson
- *New York Times* Writing Contests ([Link](#) to 2023-2024 topics)
- *The Last Lecture* by Randy Pausch
- *Tuesdays With Morrie* by Mitch Albom
- *The Glass Castle* by Jeannette Walls
- *Into the Wild* by Jon Krakauer
- *Homeless to Harvard* by Liz Murray

- *Why Not Me?* by Mindy Kaling
- *A Child Called It* by Dave Pelzer
- *Maus* by Art Spiegelman
- *Yellow Woman and a Beauty of the Spirit* by Leslie Marmon Silko
- *The Autobiography of Malcolm X* by Malcolm X
- *Brave Face: A Memoir* by Shaun David Hutchinson
- *Pilgrim at Tinker Creek* by Annie Dillard
- *Angela's Ashes* by Frank McCourt
- *Educated* by Tara Westover
- *Walden* by Henry David Thoreau
- *Orange is the New Black* by Piper Kerman
- *Smuggler: A Tale of [dis] Organized Crime* by Nicholas Fillmore

### **Cross Cycle Tasks:**

#### *Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

### **Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

### **First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

### **Assessments:**

#### **Formative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 1: CFA 1
  - Unit 1: CFA 2
- In Performance Matters
  - Gr 12 SAT RW Fall Benchmark

#### **Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling

- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

### **Summative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 1/2: End of Unit Assessment

#### **Suggested:**

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

### **Achieve the Core Mini-Assessments**

#### **Grade 12, ELA Literacy Assessments, Reading, Fiction & Nonfiction:**

- ["Pride and Prejudice" by Jane Austen](#)
- ["Luck" by Mark Twain](#)
- ["The Minister's Black Veil" by Nathaniel Hawthorne and "The Pit and the Pendulum" by Edgar Allan Poe](#)
- ["This Day in History," "Prayer of Twenty Millions" by Horace Greeley, and "The Union and Slavery" by Abraham Lincoln](#)
- ["Location, Location, Location"](#)

### **Interim Assessment Blocks (IABs)**

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*
- *Grade High School, Block 6: Explanatory Performance Task*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 11, Claim 1, Target 6 - Reading: Text Structures & Features*
- *Grade 11, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 11, Claim 1, Target 12 - Reading: Analysis Within or Across Texts*
- *Grade 11, Claim 2, Target 3a - Writing: Write Brief Texts*
- *Grade 11, Claim 2, Target 3b - Writing: Revise Brief Texts*

- *Grade 11, Claim 2, Target 8 - Writing: Language and Vocabulary Use*
- *Grade 11, Claim 3, Target 4 - Speaking & Listening: Listen/Interpret*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

#### **Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### **Mathematical Practice Standards**

#### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- HS-PS2-6 Motion and Stability: Forces and Interactions: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.\*
- HS-ESS3-2 Earth and Human Activity: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

#### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

- 1.6.c Communicate Complex Ideas: Students use digital tools to visually communicate complex ideas to others.
- 1.6.d Customize the Message: Students publish or present content that customizes the message and medium for their intended audiences.

#### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media

- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

#### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## Grade 12 English: Creative and Nonfiction Writing Curriculum Unit 2

### Priority Standards Addressed in Unit 2

#### **RL.11-12.7**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

#### **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.

#### **W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).

#### **SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

#### **L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

#### **L.11-12.4a**

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.

#### **L.11-12.4c**

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, its etymology, or its standard usage.

### **Transfer Goal: Aligned to District Vision of a Graduate:**

#### **A Problem Solver**

- Collaborative
  - SL.11-12.1a (Supporting Standard)
- can persevere and adapt
  - RL.11-12.7
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
- identifies multiple solutions and selects the most sensible approach
  - RL.11-12.7

- W.11-12.4
- SL.11-12.2
- L.11-12.4
- L.11-12.4a
- L.11-12.4c

### **A Critical Thinker**

- evaluates sources of information for reliability
  - RL.11-12.7
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a
  - L.11-12.4c
- willingness to adapt to new information and question things
  - RL.11-12.7
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a
  - L.11-12.4c
- makes rational decisions based on application of evidence and observation
  - RL.11-12.7
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a
  - L.11-12.4c

### **An Effective Communicator**

- clearly and concisely conveys information for shared understanding
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4c
- able to use multiple modes of communication
  - RL.11-12.7
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
- command of the language; written and verbal
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a

- L.11-12.4c
- actively listens
  - RL.11-12.7
  - SL.11-12.2

**Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a
  - L.11-12.4c
- ability to work as part of a team
  - SL.11-12.1a (Supporting Standard)
- interacts with diverse audiences in a manner appropriate for the setting
  - W.11-12.4

**Respectful**

- communicates with care and professionalism
  - RI.11-12.2
  - W.11-12.4
  - SL.11-12.2
  - L.11-12.4
  - L.11-12.4a
  - L.11-12.4c

**Big Ideas:**

- Multiple interpretations/versions of a story in a variety of artistic mediums reflect varying viewpoints, offer a window into another way of understanding the message, and may provide different forms of accessibility that make the story more engaging and relatable.
- An author develops central ideas that support ideas or claims.
- It is important to produce clear and coherent writing because it helps writers to achieve a determined purpose in writing.

**Essential Questions:**

- Why do multiple interpretations of a story exist, and why consider more than one?
- Why does an author develop central ideas within a text?
- Why is it important to produce clear and coherent writing?

**Learning Outcomes**

***Students will know:***

***As evidenced by: (oral, written, or performance):***

<p><b>RL.11-12.7</b></p> <ul style="list-style-type: none"> <li>● Interpretation of source text</li> <li>● Artistic mediums (audio, live performance, video recording, digital media, etc.)</li> </ul>	<p><b>RL.11-12.7</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast the various artistic mediums and adaptations of a source text.</li> <li>● Evaluate the various artistic mediums and adaptations of a source text.</li> </ul>
<p><b>RI.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Objective</li> <li>● Subjective</li> <li>● Complex themes</li> </ul>	<p><b>RI.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Analyze idea development.</li> <li>● Cite textual support.</li> <li>● Evaluate interconnected themes.</li> <li>● Construct an objective summary.</li> </ul>
<p><b>W.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Tone</li> <li>● Task</li> <li>● Purpose (to persuade, to inform, to entertain, to tell a story)</li> <li>● Audience</li> <li>● Thesis statement</li> <li>● Conclusion</li> <li>● Voice</li> <li>● Syntax</li> <li>● Figurative language</li> </ul>	<p><b>W.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Determine the purpose of a writing task.</li> <li>● Apply the steps of the writing process.</li> <li>● Produce writing for a variety of audiences.</li> </ul>
<p><b>SL.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Multiple resources</li> <li>● Diverse media</li> <li>● Discrepancies</li> <li>● Credibility</li> <li>● Accuracy</li> </ul>	<p><b>SL.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Evaluate a source to identify its usefulness and credibility when making a point or an argument.</li> <li>● Integrate multiple sources from diverse formats and media to make a point or an argument.</li> </ul>
<p><b>L.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Word patterns</li> <li>● Vernacular</li> </ul>	<p><b>L.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Select the appropriate meaning of a word in its context.</li> <li>● Use a variety of strategies to verify meanings of unknown words.</li> </ul>
<p><b>L.11-12.4a</b></p> <ul style="list-style-type: none"> <li>● Context</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Inference</li> <li>● Parts of speech</li> </ul>	<p><b>L.11-12.4a</b></p> <ul style="list-style-type: none"> <li>● Differentiate between connotation and denotation of a word in context.</li> </ul>
<p><b>L.11-12.4c</b></p>	<p><b>L.11-12.4c</b></p>

- Print references
- Online references
- Glossary
- Parts of speech
- Etymology
- Standard usage
- Irregular usage

- Use trusted reference materials to find meaning, part of speech, etymology, and standard usage.

### **Academic Vocabulary**

- Artistic medium
- Denotation
- Context\*clues
- Standard usage
- Thesis statement\*
- Audience

### **Content Vocabulary**

- Analyze\*
- Interpretation\*
- Source text
- Adaptation
- Objective
- Central idea\*
- Subjective
- Figurative language
- Sources
- Media
- Accuracy
- Discrepancy
- Credibility of sources\*
- Inference\*
- Etymology
- Multiple-meaning\* words
- Parts of speech
- Connotation
- Irregular usage
- Print references\*
- Online references \*
- Glossary
- Word patterns
- Vernacular
- Purpose\*
- Relevance\*
- Tone\*
- Conclusion\*
- Voice\*

## Resources:

### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
  - <https://www.readwritethink.org/>
    - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

### Engage NY Resources:

- [Grade 12 Module 1: Unit 1-3](#)
- [Grade 12 Module 2: Unit 1 & 2](#)
- [Grade 12 Module 4: Unit 1](#)

### Achieve the Core Resources:

- [The Yellow Wallpaper](#)

### Suggested Texts:

#### Non-fiction

- “American Gothic Fiction” (AL)
- “The Importance of Historical Context” (AL)

#### Fiction:

#### Short Stories:

- “The Bet” by Anton Chekov paired with “The Silence” episode of *The Twilight Zone*
- “Bedtime Story” (example of 100 word stories)
- *The Boy in the Black Suit* Jason Reynolds
- “My Life as a Bat” Margaret Atwood
- “Blues Ain't No Mocking Bird” by Toni Cade Bambara
- *A Good Man is Hard to Find and Other Stories* by Flannery O'Connor

#### Novels:

- *Rabbit, Run* by John Updike

- *In Darkness* by Nick Lake
- *Firekeeper's Daughter* by Angeline Boulley

Drama:

- *Richard III*
- *King Lear*
- *Hamlet*
- *The Importance of Being Earnest* by Oscar Wilde
- *A Doll's House* by Henrik Ibsen
- *Pygmalion* by George Bernard Shaw
- *Who's Afraid of Virginia Wolfe?* by Edward Albee
- *Fences* by August Wilson

**Cross Cycle Tasks:**

*Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

**Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

**First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

**Assessments:**

**Formative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 2: CFA 1
  - Unit 2: CFA 2
- In Performance Matters
  - Gr 12 SAT RW Winter Benchmark

**Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling

- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

### **Summative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 1/2: End of Unit Assessment

#### Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

### ***Achieve the Core Mini-Assessments***

Grade 12, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Pride and Prejudice" by Jane Austen](#)
- ["This Day in History," "Prayer of Twenty Millions" by Horace Greeley, and "The Union and Slavery" by Abraham Lincoln](#)
- ["Living Like Weasels" by Annie Dillard](#)

### ***Interim Assessment Blocks (IABs)***

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 11, Claim 1, Target 9 - Reading: Central Ideas*
- *Grade 11, Claim 1, Target 3 - Reading: Word Meanings*
- *Grade 11, Claim 1, Target 10 - Reading: Word Meanings*
- *Grade 11, Claim 3, Target 4 - Speaking & Listening: Listen/Interpret*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccssso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

**Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### **Mathematical Practice Standards**

### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- HS-PS2-6 Motion and Stability: Forces and Interactions: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.\*
- HS-ESS3-2 Earth and Human Activity: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

- 1.6.c Communicate Complex Ideas: Students use digital tools to visually communicate complex ideas to others.
- 1.6.d Customize the Message: Students publish or present content that customizes the message and medium for their intended audiences.

### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment

- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

**Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## Grade 12 English: Creative and Nonfiction Writing Curriculum Unit 3

### Priority Standards Addressed in Unit 3

#### **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.

#### **RI.11-12.6**

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### **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.

#### **SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### **L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

### **Transfer Goal: Aligned to District Vision of a Graduate:**

#### **A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.11-12.2
  - RI.11-12.6
  - W.11-12.1
  - SL.11-12.4
- evaluates sources of information for reliability
  - RI.11-12.6
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4
- willingness to adapt to new information and question things
  - RI.11-12.6
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4
- makes rational decisions based on application of evidence and observation
  - RL.11-12.2

- RI.11-12.6
- W.11-12.1
- SL.11-12.4
- L.11-12.4

### **An Effective Communicator**

- clearly and concisely conveys information for shared understanding
  - RL.11-12.2
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4
- command of the language; written and verbal
  - RL.11-12.2
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4
- actively listens
  - RI.11-12.6
  - SL.11-12.4

### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - RL.11-12.2
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4
- interacts with diverse audiences in a manner appropriate for the setting
  - RL.11-12.2
  - SL.11-12.4
- empathizes with and values others
  - RL.11-12.2
  - SL.11-12.4

### **Respectful**

- communicates with care and professionalism
  - RL.11-12.2
  - W.11-12.1
  - SL.11-12.4
  - L.11-12.4

### **Big Ideas:**

- An author develops multiple themes that interact and build on each other to create a more interesting and complex piece of literature.
- Understanding the effective use of rhetoric helps identify an author's point of view. Style and content also contribute to rhetorical effectiveness.
- Writer's support claims in argumentative writing and use various writing techniques and devices, as well as strong syntax and appropriate vocabulary to achieve the text's

purpose.

- An effective presentation conveys a distinct perspective that listeners can follow, is well-organized, is geared to a specific audience, and has evidence that is properly referenced and cited.

**Essential Questions:**

- Why does an author develop multiple themes within a text?
- Why is it necessary to analyze how style and content create effective rhetoric?
- Why is it important to incorporate strong writing techniques in argument writing?
- What makes an effective presentation?

**Learning Outcomes**

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p><b>RL.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Objective</li> <li>● Subjective</li> <li>● Complex themes</li> </ul>	<p><b>RL.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Analyze theme development.</li> <li>● Cite textual support.</li> <li>● Evaluate interconnected themes in a text.</li> <li>● Construct an objective summary.</li> </ul>
<p><b>RI.11-12.6</b></p> <ul style="list-style-type: none"> <li>● Rhetorical strategies</li> <li>● Methods of persuasion</li> <li>● Author’s point of view</li> </ul>	<p><b>RI.11-12.6</b></p> <ul style="list-style-type: none"> <li>● Explain how the author’s point of view is conveyed in the text.</li> <li>● Explain how point of view influences the main argument (claim).</li> <li>● Explain an author’s purpose.</li> <li>● Analyze the use of stylistic elements and persuasive methods.</li> </ul>
<p><b>W.11-12.1</b></p> <ul style="list-style-type: none"> <li>● Writing process</li> <li>● Research process</li> <li>● Logical conclusions</li> <li>● Argument</li> <li>● Analysis of topic</li> <li>● Substantive text</li> <li>● Valid reasoning</li> <li>● Sufficient evidence</li> </ul>	<p><b>W.11-12.1</b></p> <ul style="list-style-type: none"> <li>● Introduce precise, knowledgeable claim(s), and establish their significance.</li> </ul>
<p><b>SL.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Organizational structure</li> <li>● Intellectual property</li> <li>● Transitions</li> <li>● Logical structure</li> </ul>	<p><b>SL.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Generate an effective presentation for a variety of tasks and audiences.</li> <li>● Analyze when to adapt speech.</li> <li>● Respect intellectual property.</li> </ul>

<ul style="list-style-type: none"> <li>● Distinct perspective</li> <li>● Substance</li> <li>● Style</li> </ul>	
<p><b>L.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Word patterns</li> <li>● Vernacular</li> </ul>	<p><b>L.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Select the appropriate meaning of a word in its context.</li> <li>● Use a variety of strategies to verify meanings of unknown words.</li> </ul>
<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Devices</li> <li>● Ethos</li> <li>● Claim*</li> <li>● Thesis statement*</li> <li>● Conventions*</li> <li>● Bias*</li> <li>● <u>Intellectual</u> property</li> <li>● <u>Alternative Perspectives</u>*</li> <li>● Audience</li> <li>● Substance</li> <li>● <u>Context</u>*clues</li> <li>● Denotation</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Analyze*</li> <li>● Objective</li> <li>● Central idea*</li> <li>● Subjective</li> <li>● Rhetoric</li> <li>● Rhetorical devices <ul style="list-style-type: none"> <li>○ Pathos</li> <li>○ Logos</li> <li>○ Rhetorical question</li> <li>○ Repetition</li> <li>○ Anecdote</li> <li>○ Anaphora</li> <li>○ Antithesis</li> </ul> </li> <li>● Argument*</li> <li>● Style*</li> <li>● Argument*</li> <li>● Author's purpose*</li> <li>● Syntax</li> <li>● Relevant <u>evidence</u>*</li> <li>● Tone*</li> <li>● <u>Concluding</u> statement*</li> <li>● Counterclaims*</li> <li>● Opposing Perspectives*</li> <li>● Organization*</li> </ul>	

- Style\*
- Inference\*
- Etymology
- Multiple-meaning\* words
- Parts of speech
- Connotation
- Irregular usage
- Print references\*
- Online references \*
- Glossary
- Word patterns
- Vernacular

### Resources:

#### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
  - <https://www.readwritethink.org/>
    - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

#### Engage NY Resources:

- [Grade 12 Module 1: Unit 1-3](#)
- [Grade 12 Module 2: Unit 1 & 2](#)

#### Achieve the Core Resources:

- [“A Few Dont's by an Imagiste”](#)

### Suggested Texts:

#### Non-fiction :

- "Birds Aren't Real: What Some Gen Zers Are Doing to Combat Conspiracy Theories"
- "How Fake Accounts Constantly Manipulate What You See on Social Media— And What You Can Do About It"

- “Blaming “Evil” for Mass Violence Isn’t as Simple as It Seems”
- “To Navigate the Dangers of the Web, You Need Critical Thinking—But You Also Need Critical Ignoring”
- Media Literacy Five Key Concepts and Questions as designed by the Center for Media Literacy
- The Scientist - Exploring Bias articles
- Everyone is a Little Bit Biased by the American Bar Association
- Unconscious Bias is a Human Condition -National Library of Medicine
- Uncovering the essence of diverse media biases from the semantic embedding space
- Bias in Cable News: Persuasion and Polarization

### Digital Shorts:

- [Introduction to the 5 Core Concepts of Media Literacy](#)
- <https://www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman>
- ESPN 30-30
- Ted Talks
- Dateline
- 20/20
- CNN NewsMax, MSNBC, FOX new interviews
- Talk Shows: The View, The Five

### Cross Cycle Tasks:

#### Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

### Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

### First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

### Assessments:

#### Formative Assessments:

#### REQUIRED:

- In Actively Learn (access through ClassLink)

- Unit 3: CFA 1
- Unit 3: CFA 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

### **Summative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 3/4: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

### **Achieve the Core Mini-Assessments**

Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Pride and Prejudice" by Jane Austen](#)
- ["This Day in History," "Prayer of Twenty Millions" by Horace Greeley, and "The Union and Slavery" by Abraham Lincoln](#)
- ["Is It a Crime for a Citizen of the United States to Vote?" By Susan B. Anthony](#)

### **Interim Assessment Blocks (IABs)**

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*
- *Grade High School, Block 7: Argumentative Performance Task*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 11, Claim 1, Target 2 - Reading: Central Ideas*
- *Grade 11, Claim 1, Target 3 - Reading: Word Meanings*
- *Grade 11, Claim 1, Target 10 - Reading: Word Meanings*

- *Grade 11, Claim 1, Target 11 - Reading Reasoning & Evidence*
- *Grade 11, Claim 1, Target 12 - Reading: Analysis Within or Across Texts*
- *Grade 11, Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 11, Claim 2, Target 6b - Writing: Revise Brief Texts*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

#### **Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### **Mathematical Practice Standards**

#### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- HS-PS2-6 Motion and Stability: Forces and Interactions: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.\*
- HS-ESS3-2 Earth and Human Activity: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.\*

#### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

- 1.6.c Communicate Complex Ideas: Students use digital tools to visually communicate complex ideas to others.
- 1.6.d Customize the Message: Students publish or present content that customizes the message and medium for their intended audiences.

#### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology

- Building and Civil Construction
- Culinary Arts
- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

**Priority Standards Addressed in Unit 4**

**RL.11-12.5**

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.

**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.

**W.11-12.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**L.11-12.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5b**

Analyze nuances in the meaning of words with similar denotations.

**Transfer Goal: Aligned to District Vision of a Graduate:**

**A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.11-12.5
  - RI.11-12.2
  - SL.11-12.4
  - L.11-12.5b
- evaluates sources of information for reliability
  - RL.11-12.5
  - RI.11-12.2
  - SL.11-12.4
  - L.11-12.5b
- Innovates
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
- willingness to adapt to new information and question things

- RL.11-12.5
- RI.11-12.2
- W.11-12.3
- SL.11-12.4
- L.11-12.5b
- makes rational decisions based on application of evidence and observation
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5b

### **An Effective Communicator**

- clearly and concisely conveys information for shared understanding
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5b
- command of the language; written and verbal
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5
  - L.11-12.5b
- actively listens
  - SL.11-12.4
  - L.11-12.5
  - L.11-12.5b

### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5
  - L.11-12.5b
- interacts with diverse audiences in a manner appropriate for the setting
  - SL.11-12.4
- empathizes with and values others
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5
  - L.11-12.5b

### **Respectful**

- communicates with care and professionalism
  - RI.11-12.2
  - W.11-12.3
  - SL.11-12.4
  - L.11-12.5

- L.11-12.5b

**Big Ideas:**

- An author makes purposeful choices about the structure of the writing that impact interpretation of text.
- An author develops central ideas that support ideas or claims.
- It is important to use various writing techniques and devices, as well as strong syntax and appropriate vocabulary to engage readers with details and structure in narrative writing.
- Figurative language, word relationships, and nuances convey meaning and maintain reader interest.

**Essential Questions:**

- How do an author’s structural choices impact meaning?
- Why does an author develop central ideas within a text?
- Why is it important to incorporate strong writing technique in narrative writing?
- Why is it important to demonstrate understanding of figurative language, word relationships, and nuances in word meanings?

**Learning Outcomes**

<b><i>Students will know:</i></b>	<b><i>As evidenced by: (oral, written, or performance):</i></b>
<p><b>RL.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Structure</li> <li>● Structural choices</li> </ul>	<p><b>RL.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Analyze the textual structure examining author’s choices in developing plot elements.</li> <li>● Draw conclusions about how the structure contributes to aesthetic impact.</li> </ul>
<p><b>RI.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Objective</li> <li>● Subjective</li> <li>● Complex themes</li> </ul>	<p><b>RI.11-12.2</b></p> <ul style="list-style-type: none"> <li>● Analyze idea development.</li> <li>● Cite textual support.</li> <li>● Evaluate interconnected themes.</li> <li>● Construct an objective summary.</li> </ul>
<p><b>W.11-12.3</b></p> <ul style="list-style-type: none"> <li>● Development of a narrative</li> <li>● Development of other creative texts</li> <li>● Plot development</li> <li>● Narrative techniques</li> <li>● Literary devices</li> <li>● Conclusion</li> </ul>	<p><b>W.11-12.3</b></p> <ul style="list-style-type: none"> <li>● Create an engaging introduction that involves the reader.</li> <li>● Create a smooth flow of experiences, images, or events.</li> <li>● Incorporate storytelling techniques, dialogue, description, reflection, and/or</li> </ul>

	<p>multiple plot lines and characterizations.</p> <ul style="list-style-type: none"> <li>● Create an appropriate ending for the piece.</li> </ul>
<p><b>SL.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Organizational structure</li> <li>● Intellectual property</li> <li>● Transitions</li> <li>● Logical structure</li> <li>● Distinct perspective</li> <li>● Substance</li> <li>● Style</li> </ul>	<p><b>SL.11-12.4</b></p> <ul style="list-style-type: none"> <li>● Generate an effective presentation for a variety of tasks and audiences.</li> <li>● Analyze when to adapt speech.</li> <li>● Respect intellectual property.</li> </ul>
<p><b>L.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Hyperbole</li> <li>● Onomatopoeia</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Idiom</li> <li>● Euphemism</li> <li>● Nuance</li> <li>● Oxymoron</li> <li>● Paradox</li> <li>● Connotation</li> <li>● Denotation</li> </ul>	<p><b>L.11-12.5</b></p> <ul style="list-style-type: none"> <li>● Analyze the role of figurative language within a text.</li> <li>● Analyze the effect of nuances in writing and speech.</li> </ul>
<p><b>L.11-12.5b</b></p> <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Interpret</li> <li>● Nuance</li> <li>● Denotation</li> </ul>	<p><b>L.11-12.5b</b></p> <ul style="list-style-type: none"> <li>● Determine the meaning of figurative language (idioms, metaphors, similes, etc.).</li> </ul>
<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <u>Plot</u> structure</li> <li>● <u>Transitions</u>*</li> <li>● <u>Literary devices</u></li> <li>● Characterization</li> <li>● <u>Intellectual</u> property</li> <li>● <u>Alternative Perspectives</u>*</li> <li>● Audience</li> <li>● Substance</li> <li>● Paradox</li> <li>● Denotation</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Aesthetics/aesthetic impact</li> <li>● Plot Structure</li> </ul>	

- Exposition
- Inciting incident/conflict
- Rising action
- Climax
- Falling action
- Resolution
- Diction
- Genre
- Analyze\*
- Objective
- Central idea\*
- Subjective
- Narrative\* writing
- Creative writing
  - Poetry
  - Memoirs
  - Scripts
  - Songs
  - Blogs
  - Other creative forms
- Fiction and nonfiction
- Sensory language\*
- Theme\*
- Flashback\*
- Figurative language
- Point of view/perspective\*
- Conflict\*
- Opposing Perspectives\*
- Organization\*
- Style\*
- Nuance
- Hyperbole
- Idiom
- Euphemism
- Oxymoron
- Onomatopoeia
- Simile\*
- Metaphor\*
- Personification
- Interpret\*
- Connotation

**Resources:**

**Technology:**

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning

to help tailor instruction and boost learning.

- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
  - <https://www.readwritethink.org/>
    - The free-to-use platform created by the National Council of Teachers of English (NCTE) combines lessons, activities, and printable materials for literacy progression; it is Common Core-aligned and International Literacy Association (ILA) standards aligned.

### Engage NY Resources:

- [Grade 12 Module 1: Unit 1-3](#)
- [Grade 12 Module 2: Unit 1 & 2](#)
- [Grade 12 Module 4: Unit 1 & 2](#)

### Achieve the Core Resources:

- 

### **Suggested Texts:**

Non-fiction:

- *Bird By Bird* by Anne Lamott
- *On Writing* by Stephen King
- “How to Unlock Your Creativity”--Actively Learn

Fiction:

- Grimms' Fairy Tales

### **Digital Shorts:**

- [Writing an Alternative Ending](#)
- [The Archive of Alternate Endings < Literary Hub](#)
- [Alternative Endings to Your Favorite Fairy Tales](#)
- [Stories | 100Words](#)
- [Writing Task: 100-Word Stories](#)
- [All 82 'Scary Stories to Tell in the Dark', Ranked](#)
- <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/literary-arts/the-skeleton-of-a-scary-story>
- [What is an Omniscient Narrator? Examples](#)
- <https://edpuzzle.com/media/609acf876dcd484199bd3698>
- [How to Write in First-Person Point of View: Dos and Don'ts - 2021](#)

### **Cross Cycle Tasks:**

**Suggestions:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

**Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

**First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

**Assessments:**

**Formative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 4: CFA 1
  - Unit 4: CFA 2
- In Performance Matters
  - Gr 12 SAT RW Spring Benchmark

**Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

**Summative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 3/4: End of Unit Assessment

**Suggested:**

- Reading written response to text/thinking during reading assessment

- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

### **Achieve the Core Mini-Assessments**

#### **Grade 11, ELA Literacy Assessments, Reading, Fiction & Nonfiction:**

- ["Inaugural Address, 1801" by Thomas Jefferson](#)
- ["Is It a Crime for a Citizen of the United States to Vote?" By Susan B. Anthony](#)
- ["Living Like Weasels" by Annie Dillard](#)

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- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 11, Claim 1, Target 3- Reading: Word Meanings*
- *Grade 11, Claim 1, Target 6 - Reading: Text Structures & Features*
- *Grade 11, Claim 1, Target 7 - Reading: Language Use*
- *Grade 11, Claim 1, Target 9 - Reading: Central Ideas*
- *Grade 11, Claim 1, Target 10 - Reading: Language Use*
- *Grade 11, Claim 2, Target 1a - Writing: Write Brief Texts*
- *Grade 11, Claim 2, Target 1b - Writing: Revise Brief Texts*
- *Grade 11, Claim 2, Target 8 - Writing: Language and Vocabulary Use*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

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technical information about why the molecular-level structure is important in the functioning of designed materials.\*

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  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management
  - Veterinary Science
  - Welding and Metal Fabrication

### **Components of Social, Emotional, and Intellectual Habits**

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