

Homewood-Flossmoor High School
Transitional English (AC Senior English) Curriculum Conceptual Map

Unit Number: 1	Unit Name: Becoming an Active Reader through Identity Exploration	Time Frame: 9 Weeks
<p>Transfer Goals/Long-Term Outcomes:</p> <ul style="list-style-type: none">● Students will be able to independently...<ul style="list-style-type: none">○ Identify an author’s claim and how he/she uses evidence to support his/her claim.○ Annotate for the purpose of identifying the author’s claim, evidence, and reasoning.○ Respond to an author’s argument or message by reflecting on direct support from the text.○ Read and analyze both traditional and non-traditional texts.○ Engage in situations to advance one’s personal growth, strengthen independent thought, and gain understanding and appreciation of diverse perspectives.○ Collaboratively and respectfully work with and learn from others in a variety of situations, appreciating and inviting diverse perspectives.○ Reflect on their own progress and growth as readers and writers.		
<p>Standards: <i>Transitional English Content Competencies:</i></p> <p>Students can consider reading and writing tasks and adapt their approaches and strategies.</p> <ul style="list-style-type: none">● Reading:<ul style="list-style-type: none">○ Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.○ Students can summarize a text.○ Students can expand passive and active academic and career related vocabularies.● Writing:<ul style="list-style-type: none">○ Students can identify the audience, purpose, and context of any given writing task.○ Students can choose writing processes based on audience, purpose, and task. <p><i>Transitional English Process Competencies:</i></p>		

- Cultural Competence
- Persistence
- Planning and Monitoring
- Technology Use

Common Core State Standards:

CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions:

- How do I engage with a text in a way that will support my ability to reflect on that text in writing?
- What active reading strategies work best for me?
- What are the identities and values individuals hold? Which ones are most central or most powerful?
- How are our lived experiences similar and diverse?

Unit Description:

Throughout this unit, students will learn how authors explore their identities using specific details to create vivid pictures in their writing; they will share their own experiences and identities through discussions of these texts. Students will build strategies for increasing comprehension both before, during, and after reading, and they will learn techniques for infusing their own thoughts and opinions with evidence from an author's piece in a clear, concise, and grammatically sound way.

Key Vocabulary: claim, evidence, analysis, sensory detail, reasoning

Unit Number: 2

Unit Name: Tracing Connections Between Genres

Time Frame: 9 Weeks

Transfer Goals/Long-Term Outcomes:

Students will be able to independently...

- Identify themes and connections across multiple texts.

- Make evidence-based connections between different genres.
- Support a claim with evidence from multiple texts.
- Make connections between an individual's experiences and his/her social identities.
- Identify the power of society on the individual.

Standards:

Transitional English Content Competencies:

Students can analyze, evaluate, and synthesize while writing.

- Reading:
 - Students can analyze and interpret texts.
 - Students can understand the credibility and reliability of evidence in texts while reading.
- Writing:
 - Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.
 - Students can engage with evidence while writing.

Transitional English Process Competencies:

- Self-Reflection
- Transfer
- Technology Use

Common Core State Standards:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.2. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Essential Questions:

- How do I identify connections between two texts?
- How do I support a claim with evidence from multiple texts?
- How does society impact the individual?
- How does the individual impact society?
- How is a person shaped by his/her environment or social identities?

Unit Description:

Students will explore and reflect on how August Wilson builds his message that racial segregation and injustice can create hardships for families, a personal lack of self-esteem, and lead to uncontrollable circumstances. By the end of this unit, students will be able to trace and analyze themes across dramatic and nonfiction texts. Students will also be able to write a literary analysis essay that includes using textual evidence to support claims about a text.

Key Vocabulary: synthesis, theme, motif, lead-in, metacognition

**Unit
Number: 3**

Unit Name: Evaluating Morality Across Texts

Time Frame: 9 Weeks

Transfer Goals/Long-Term Outcomes:

Students will be able to independently...

- Analyze the impact of word choice on tone and meaning.
- Analyze the development of ideas across multiple texts.
- Write a thematic essay supported by evidence from multiple texts.
- Understand and discuss the complexities of morality.

Standards:

Transitional English Content Competencies:

Students can analyze, evaluate, and synthesize while writing.

- Reading:
 - Students can analyze and interpret texts.
 - Students can understand the credibility and reliability of evidence in texts while reading.
- Writing:
 - Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.
 - Students can engage with evidence while writing.

Transitional English Process Competencies:

- Planning and Monitoring
- Transfer
- Technology Use

Common Core State Standards:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.2. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Essential Questions:

- How does one evaluate what's right or wrong?

- How do writers use multiple texts to answer a single guiding question?
- How do writers cite evidence from multiple sources?
- What is the difference between a “good person” and a “bad person,” and when do those lines become blurry?

Unit Description:

In this unit, students will read multiple texts that speak to the theme of morality. Students will revisit the essential question “How do we evaluate what’s right or wrong?” throughout the unit. Students will read thematically-paired texts and track their own understanding of this theme to prepare for a synthesis essay.

Key Vocabulary: tone, mood, ethos, pathos, logos, rebuttal

Unit Number: 4

Unit Name: The Power of Research

Time Frame: 9 Weeks

Transfer Goals/Long-Term Outcomes:

- Students will be able to independently...
 - Research a topic to answer a guiding question and build an argument.
 - Synthesize their own sources from independent research.
 - Navigate a database to find credible, peer-reviewed articles.
 - Evaluate sources based on credibility.
 - Reflect on their own growth as readers and writers.
 - Identify ways to create a more inclusive world for people with disabilities.

Standards:

Transitional English Content Competencies:

Students can demonstrate information literacy skills.

- Reading:
 - Evaluate the role as a reader in the information community.
 - Understand what makes sources authoritative and relevant to a given topic.
- Writing:
 - Evaluate the role as a contributing writer in the information community.
 - Evaluate and integrate multiple sources of information presented in different media or formats as well as in words, in order to address a question or solve a problem.

Transitional English Process Competencies:

- Time Management
- Dependability
- Technology Use

Common Core State Standards:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose

and audience.

CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Essential Questions:

- What makes a source credible?
- How can research give writers power?
- Why is it important to create a more inclusive world for people with disabilities?
- How is inclusivity beneficial to all people in society?

Unit Description:

This unit, students will make strong connections between the content and their own lives. We will begin the unit looking at people with disabilities, what they have overcome in life, and the achievements they have made. Students will independently research ways to make a specific environment more inclusive for a person with a specific disability. To end, students will move on to looking at obstacles that are less observable and make closer connections to the events that they themselves have experienced. Students will end this unit with a strong understanding of themselves and who they strive to be, and they will present those connections through a creative choice board activity.

Key Vocabulary: database, credibility, references, sources, Noodletools