

Unit texts	Skills	Next Generation/CC Standards	Topic(s)	Assessments
<p>Section 1: "In a Station of the Metro" - Ezra Pound "My Last Duchess" - Robert Browning</p> <p>Section 2: "The Pit and the Pendulum" - Edgar Allen Poe <i>Hamlet</i> - William Shakespeare Hamlet - David Tenet movie version</p> <p>Section 3: "A Room of One's Own" - Virginia Woolf (excerpt from Chapter 3 of the extended essay</p>	<ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based conversations about text ● Collect evidence from texts to support analysis ● Organize evidence to plan around writing and revise writing according to purpose ● Determine meaning of unknown vocabulary ● Question texts during reading to deepen understanding ● Make connections to other texts, ideas, cultural perspectives, etc. ● Analyze the impact of an 	<p>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.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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. a. Develop factual, interpretive, and evaluative</p>	<p>How do authors develop their central ideas within a text using tone, characterization, and figurative language?</p> <p>Point of View Mortality Equality Royalty</p>	<p>Paragraph Responses Text Analysis Response Argument Essay</p>

	<p>author's choices</p> <ul style="list-style-type: none"> Summarize a text objectively 	<p>questions for further exploration of the topic(s).</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g.,</p>		
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		in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential 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.		
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I also use all former Common Core Regents exams, and their texts, where applicable and necessary.