Hillsborough Township Public Schools English Department Baseball: The Soul of America

Unit						
	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
Unit I:	RI.11-12.1 Accurately	What do good	Students will be able to	Formative:	Social Studies	CRP1 Act as a
Origins of	cite strong and thorough	readers do?	identify and understand		6.1.4.D.13 Describe	responsible and
America's	textual evidence, (e.g.,	readers do:	baseball's creation myth.	Reading journals	how culture is	contributing citizen
	via discussion, written	Am I clear		3,	expressed through and	and employee.
The Myth vs. The		about what I	Students will learn the	Library and wah	influenced by the	CDD 1
Reality	support analysis of what	just read?	importance of myth making	Library and web	behavior of people.	CRP2 Apply
m· ·	the text says explicitly	3	in American culture.	site research	G : 1.G/ 1:	appropriate academic
Timeline:	as well as inferentially,	Author's	Ct. danta:11 danatan dan d		Social Studies 6.1.4.D.20 Describe	and technical skills.
2 woods	including determining	choice: Why	Students will understand and identify characteristics of	Class discussion	why it is important to	CDD4 Communicate
2 weeks	where the text leaves matters uncertain.	does it matter?	genre writing.		understand the	clearly and
	matters uncertain.		genie writing.	Text annotations		effectively and with
	RI.11-12.2 Determine	What do good	Students will read closely		cultures in an	reason
	two or more central	writers do?	and find answers explicitly in		interconnected world.	Cuson
	ideas of a text, and	****	text and answers that require	Quizzes		CRP6 Demonstrate
	analyze their	What's my	inferences.		6.1.12.B.5.b Assess	creativity and
	development and how	purpose and how do I		Summative:	the impact of rapid	innovation.
	they interact to provide	develop it?	Students will analyze an		urbanization on the	
	a complex analysis;	develop it?	author's words and	Tests	environment and on	CRP8 Utilize critical
	provide an objective	Communicati	determine multiple pieces of			thinking to make
	summary of the text.	ng clearly:	textual evidence that strongly	Presentations	cities.	sense of problems and
		What does it	and thoroughly support both			persevere in solving
	RI.11-12.3 Analyze a	take?	explicit and inferential		RH.11-12.6 Evaluate	them.
	complex set of ideas or		questions.		authors' differing	CDD0 M 1 1
	sequence of events and	How does	Ct. danta:11 datamain a harr		perspectives on the	CRP9 Model
	explain how specific individuals, ideas, or	author's	Students will determine how two or more central ideas of			integrity, ethical leadership and
	events interact and	choice impact	a text interact and build on			effective
	develop over the course	an audience?	one another to develop a text		reasoning, and	management.
	of the text.		with complex meaning.		evidence.	management.
		How can I use				CRP11 Use
	RI.11-12.6 Determine	what I know	Students will analyze how			technology to
	an author's point of	to figure out	central ideas develop over			enhance productivity.
	view or purpose in a	what I don't know?	the course of a text.			
	text in which the	KHOW!				CRP12 Work
	rhetoric is particularly	Writing	Students will analyze how			productively in teams
	effective, analyzing	clearly: What	specific ideas interact and			while using cultural
	how style and content	makes a	develop within a complex set			global competence.
	contribute to the power, persuasiveness or	difference?	of ideas or sequence of			
	beauty of the text.		events.			
	ocauty of the text.	Final product:	Students will explore and			
	RI.11-12.8 Describe	What does it	develop sophisticated,			
	and evaluate the	take?	analytic, interpretive, and			
	reasoning in seminal		evaluative skills—including			
	U.S. and global texts,		self-assessment.			
	including the					
	application of		Students will develop			
	constitutional principles		summarizing skills in order			

and use of legal	to make appropriate and		
reasoning (e.g., in U.S.	effective choices of support		
Supreme Court majority	details.		
opinions and dissents)			
and the premises []	Students will closely read		
, , , ,	grade level texts.		
RI.11-12.10 By the end			
of grade 11, read and	Students will use reading		
comprehend literary	strategies to help them		
nonfiction at grade level	understand difficult, complex		
text-complexity or	texts.		
above with scaffolding	Students will present		
as needed.	information maintaining an		
CI 0 10 1 I II I	objective, academic tone and		
SL.9-10.1 Initiate and	formal style.		
participate effectively in a range of collaborative	Students will write cohesive		
discussions	and logical arguments that		
(one-on-one, in groups,	engage readers.		
and teacher-led) with	engage readers.		
peers on grades 9–10	Students will determine		
topics, texts, and issues,	textual evidence that		
building on others'			
ideas and expressing	supports analysis and/or		
their own clearly and	research.		
persuasively. A. Come			
to discussions prepared,	Students will prepare		
having read and	presentations that are		
researched material	organized, developed, and		
under study; explicitly	appropriate to purpose, task,		
draw on that preparation	and audience.		
by referring to evidence			
from texts and other			
research on the topic or			
issue to stimulate a			
thoughtful,			
well-reasoned exchange of ideas. B. Collaborate			
with peers to set rules			
for discussions (e.g.			
informal consensus,			
taking votes on key			
issues, presentation of			
alternate views);			
develop clear goals and			
assessment criteria (e.g.			
student developed			
rubric) and assign			
individual roles as			
needed. C. Propel			
conversations by posing			
and responding to			
questions that relate the			
current discussion to			
broader themes or larger			
ideas; actively			
incorporate others into			
the discussion; and			
clarify, verify, or challenge ideas and			
conclusions. D.			
conclusions. D.	1		

I	espond thoughtfully to
	rious perspectives,
	mmarize points of
	greement and
	sagreement, and
	stify own views.
	ake new connections
	light of the evidence
	d reasoning
	esented.
	.11-12.1 Demonstrate
	ommand of the
	onventions of standard
	nglish grammar and
	age when writing or
	eaking.
I	.11-12.3 Apply
	nowledge of language
1	understand how
	nguage functions in
	fferent contexts, to
	ake effective choices
	r meaning or style,
	d to comprehend
	ore fully when
	ading or listening.
l l	.11-12.5 Demonstrate
	nderstanding of
	gurative language,
	ord relationships, and
	nances in word
	eanings.
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Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
Baseball and American Identity—Region alism and Nationalism Timeline:	RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how	Author's choice: why does it matter? What makes a story a "great" story? In what ways does creative choice	develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment. Students will develop summarizing skills in order to make appropriate and effective choices of support details. Students will analyze the impact of an author's choices in presenting elements of a story or drama.	Quizzes Summative: Tests	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. Social Studies 6.1.12. B.02.A-Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason CRP6 Demonstrate creativity and innovation. CRP8 Utilize critical
	analyze their		story or drama.	Tests Presentations	striving to create an American identity.	innovation.

			1	Essays		sense of problems and
1	provide an objective	impact an audience?	develop and interact to build			persevere in solving
	summary of the text.	audience?	on one another and produce a		urbanization on the	them.
			complex account.		environment and on	
	RI.11-12.3 Analyze a	What do			1 2	CRP9 Model
	complex set of ideas or	good readers	Students will present			integrity, ethical
	sequence of events and	do?	information maintaining an			leadership and
	explain how specific		objective, academic tone and			effective
	individuals, ideas, or	Am I clear	formal style.			management.
	events interact and	about what I			why it is important to	CD D44 T7
	develop over the course	just read?	Students will write cohesive			CRP11 Use
	of the text.	2	and logical arguments that			technology to enhance
	DI 11 12 (Determine	How do I	engage readers.			productivity.
	RI.11-12.6 Determine an author's point of	know?	Students will determine		interconnected world.	CRP12 Work
	view or purpose in a		textual evidence that			productively in teams
	text in which the	What do	supports analysis and/or			while using cultural
	rhetoric is particularly	good writers	research.			global competence.
	effective, analyzing	do?	researen.			giobai competence.
	how style and content		Students will compass			
	contribute to the power,	What's my	Students will compose written responses and			
	persuasiveness or	purpose and	include textual evidence to			
	beauty of the text.	how do I	strengthen analysis,			
			reflection, and/or research.			
	RI.11-12.8 Describe	develop it?	refrection, and/or research.			
	and evaluate the		Students will prepare			
	reasoning in seminal	Writing	presentations that are			
	U.S. and global texts,	clearly:	organized, developed, and			
	including the	What makes	appropriate to purpose, task,			
	application of	a difference?	and audience.			
	constitutional principles					
	and use of legal	Final				
	reasoning (e.g., in U.S.	product:				
	Supreme Court majority	What does it				
	opinions and dissents)					
	and the premises []	take?				
	RI.11-12.10 By the end	W/h of moleco				
	of grade 11, read and	What makes				
	comprehend literary	collaboration				
	nonfiction at grade level	meaningful?				
	text-complexity or					
	above with scaffolding	Making				
	as needed.	meaning				
		from a				
	W.11-12.1 Write	variety of				
	arguments to support	sources:				
	claims in an analysis of	what will				
	substantive topics or	help?				
	texts, using valid	neib:				
	reasoning and relevant					
	and sufficient evidence.	How is				
	*****	national or a				
	W.11-12.2. Write	regional				
	informative/explanatory	identity				
	texts to examine and	created?				
	convey complex ideas,					
1	concepts, and	How is				
	information alamata	I DOW IS				
	information clearly and accurately through the	personal				

organization, and analysis of content. W.1.1.1.2.4 Produce short and coherent writing in which the development, organization, and syle are appropriate to task, purpose, and underence, propularity of an antional game? W.1.1.2.5 Develop and trengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a syle manual (such as M/A or APA Style). Societing in addressing the style manual (such as M/A or APA Style). Societing in addressing for conventions should demonstrate command of a anguage standards [1-3] up to and including grades [1-1.2.] W.1.1.2.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.1.1.2.10 Print continued the propose and analysis of the propose and the propose and the propose and propo				
w.1.1-1.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.1.1-1.2.5 Develop and strongthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions about the standard of the stan				
W.11-12.4 Produce clear and coherent writing in which the development. organization, and style are appropriate to task purpose, and audience an attempthen writing as needed by planning, revising, editing, rewriting, tyring a new approach, or consulting a style manual (such as M.L. or APA Style), or APA Style), or APA Style, or APA Style		identity		
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clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience will be added to the rising purpose, and audience writing, it typing new manufactures are style manufactures and audience (Editing to the command of the	W 11 12 4 Produce			
writing in which the development, organization, and style are appropriate to tosk, purpose, and audience. W.II-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting it style manual (such as MI A or APA Style), focusing on addressing what is most significant for a specific purposes and audience, (Editing and audience)). W.II-12.D Draw evidence from literary or informational texts to support analysis, reflection, and research, reflection, and research, reflection, and revision) and shorter inne frames (time for research, reflection, and revision) and shorter inne frames (time for research, reflection, and revision) and shorter inne frames (a single stitung or a day or two) for a range of tasks, purposes, and audiences. SLO-10.1 Initiate and participate effectively in an audiences. SLO-10.1 Initiate and participate effectively in an audiences and expressing their own clearly and persuasively. A Come to discussions prepared,		What		
development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, revising, editing, revising, editing a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) W.11-12.9 Draw evidence from flierary or informational texts to support analysis, reflection, and research. W.11-12.10 Write routinely over extended time frames (une demonstrate time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. S. J10.1 Initiate and participate effectively in a range of collaborative discussions (une-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own to discussions prepared,				
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persuasively. A. Come to discussions prepared,	their own clearly and			
to discussions prepared,				
having read and				
researched material				

under study; explicitly			
draw on that preparation	1		
by referring to evidence			
from texts and other			
research on the topic or			
issue to stimulate a			
thoughtful,			
well-reasoned exchange			
of ideas. B. Collaborate			
with peers to set rules			
for discussions (e.g.			
informal consensus,			
taking votes on key			
issues, presentation of			
alternate views);			
develop clear goals and			
assessment criteria (e.g.			
student developed			
rubric) and assign			
individual roles as			
needed. C. Propel			
conversations by posing			
and responding to			
questions that relate the			
current discussion to			
broader themes or large	r		
ideas; actively			
incorporate others into			
the discussion; and			
clarify, verify, or challenge ideas and			
conclusions. D.			
Respond thoughtfully to			
various perspectives,			
summarize points of			
agreement and			
disagreement, and			
justify own views.			
Make new connections			
in light of the evidence			
and reasoning			
presented.			
Î			
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.			
tone used.			
L.11-12.1 Demonstrate			
command of the			
conventions of standard			
English grammar and			
usage when writing or			
usage when writing of	L		

	speaking.					
	L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
Unit III:	RL.11-12.1 . Cite strong			Formative:	Social Studies	CRP1 Act as a
Baseball's Rising Popularity—Hero ic and Tragic	and thorough textual evidence and make relevant connections to	Author's choice: why does it	Students will explore and develop sophisticated, analytic, interpretive, and	Reading journals	6.1.4.D.13 Describe how culture is expressed through and	responsible and contributing citizen
Figures	support analysis of what the text says explicitly	matter?	evaluative skills—including self-assessment.	Library and web	influenced by the behavior of people.	CRP2 Apply
Timeline:	as well as inferences drawn from the text, including determining	What makes a story a	Students will develop summarizing skills in order	site research	Social Studies 6.1.12.	appropriate academic and technical skills.
4 weeks	where the text leaves matters uncertain.	"great" story?	to make appropriate and effective choices of support	Class discussion	B.02.A- Analyze how the United States has	CRP4 Communicate clearly and effectively
	RL.11-12.2. Determine	In what	details.	Text annotations	attempted to account for regional	and with reason
	two or more themes or central ideas of a text	ways does creative	Students will analyze how	Quizzes	differences while also striving to create an	creativity and
	and analyze their development over the course of the text,	choice impact an	different elements of a story or drama are developed and/or interrelated.	Summative:	American identity. 6.1.12. B.05.B- Assess the impact of rapid	innovation. CRP8 Utilize critical
	including how they interact and build on	audience?	Students will analyze the	Tests	urbanization on the environment and on	thinking to make sense of problems and
	one another to produce a complex account, and	What do good readers	impact of an author's choices in presenting elements of a	Presentations	the quality of life in the cities.	persevere in solving them.
	provide an objective summary of the text.	do?	story or drama.	Essays	Social Studies	CRP9 Model
		Am I clear	Students will analyze the plot		6.1.4.D.20 Describe	integrity, ethical
	RL.11-12.3 Analyze the impact of the author's	about what I	to determine two or more themes.		why it is important to understand the	leadership and effective
	choices regarding how	just read?	Ot danta illanda a la			management.
	to develop and relate elements of a story or	How do I know?	Students will analyze how multiple themes in a text		cultures in an interconnected world.	
	drama.		develop and interact to build on one another and produce a			technology to enhance productivity.
	RL.11-12.4 Determine the meaning of words		complex account.			

a	and phrases as they are		Students will present		CRP12 Work
	used in the text,	wnat do	information maintaining an		productively in teams
	ncluding figurative and		objective, academic tone and		while using cultural
	connotative meanings;		formal style.		global competence.
	analyze the impact of				
	specific word choices	What's my	Students will write cohesive		
C	on meaning and tone,	purpose and	and logical arguments that		
iı	ncluding words with	how do I	engage readers.		
	nultiple meanings or	davalan it?			
	anguage that is	develop it:	Students will determine		
	particularly fresh,	Waitin a	textual evidence that		
	engaging, or beautiful.	Writing	supports analysis and/or		
	(e.g., Shakespeare as	clearly:	research.		
V	well as other authors.)	wnat makes			
1	RL.11-12.5 Analyze	a difference?	Students will compose		
	now an author's choices		^		
	concerning how to	1 IIIGI	written responses and		
	structure specific parts	product.	include textual evidence to		
	of a text contribute to its	What does it	strengthen analysis,		
	overall structure and	take?	reflection, and/or research.		
	neaning as well as its				
a	nesthetic impact.	What makes			
		collaboration	Students will prepare		
	RL.11-12.7 Analyze	meaningful?	presentations that are		
	nultiple interpretations	•	organized, developed, and		
	of a story, drama, or		appropriate to purpose, task,		
	ooem (e.g., recorded or	_	and audience.		
	ive production of a play or recorded novel or	meaning			
	poetry), evaluating how	from a			
	each version interprets	variety of			
	the source text. (e.g.,	sources:			
	Shakespeare and other	what will			
	authors.)	help?			
	,				
	RI.11-12.1 Accurately	What is a			
	cite strong and thorough	tragic			
	extual evidence, (e.g.,	figure?			
	via discussion, written				
	response, etc.), to	Why do we			
	support analysis of what	need myths			
	the text says explicitly as well as inferentially,	and heroes?			
	ncluding determining				
	where the text leaves	How is			
	natters uncertain.				
		personal			
I	RI.11-12.2 Determine	identity			
	wo or more central	created?			
	deas of a text, and				
	analyze their				
d	development and how				
t1	hey interact to provide				
	a complex analysis;				
	provide an objective				
S	summary of the text.				
	RI.11-12.3 Analyze a				
	complex set of ideas or				
	sequence of events and				

explain how spec	cific		
individuals, idea			
events interact a			
develop over the			
of the text.	Course		
of the text.			
RI.11-12.6 Deter	rmine		
an author's point			
view or purpose			
text in which the			
rhetoric is partice			
effective, analyz			
how style and co			
contribute to the			
persuasiveness o			
beauty of the tex	il.		
DI 11 12 0 D			
RI.11-12.8 Desc			
and evaluate the			
reasoning in sem			
U.S. and global t	texts,		
including the			
application of			
constitutional pri	inciples		
and use of legal			
reasoning (e.g., i			
Supreme Court r			
opinions and disc			
and the premises	3[]		
77.11.12.10.7			
RI.11-12.10 By			
of grade 11, read			
comprehend liter			
nonfiction at gra-			
text-complexity			
above with scaff	olding		
as needed.			
W.11-12.1 Write			
arguments to sur			
claims in an anal	-		
substantive topic			
texts, using valid	1		
reasoning and re	levant		
and sufficient ev	ridence.		
W. 44 40 0 W. 12			
W.11-12.2. Writ			
informative/expl			
texts to examine			
convey complex	ideas,		
concepts, and			
information clear			
accurately through			
effective selection			
organization, and			
analysis of conte	ent.		
L			
W.11-12.4 Produ			
clear and coheren			
writing in which	the		
development,			

organization, and style			
are appropriate to task,			
purpose, and audience.			
purpose, and addrence.			
W.11-12.5 Develop and			
strengthen writing as			
needed by planning,			
revising, editing,			
rewriting, trying a new			
approach, or consulting			
a style manual (such as			
MLA or APA Style),			
focusing on addressing			
what is most significant			
for a specific purpose			
and audience. (Editing			
for conventions should			
demonstrate command			
of Language standards 1–3 up to and including			
grades 11-12.)			
grades 11-12.)			
W.11-12.9 Draw			
evidence from literary			
or informational texts to			
support analysis,			
reflection, and research.			
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.			
SL.9-10.1 Initiate and			
participate effectively in			
a range of collaborative			
discussions			
(one-on-one, in groups, and teacher-led) with			
peers on grades 9–10			
topics, texts, and issues,			
building on others'			
ideas and expressing			
their own clearly and			
persuasively. A. Come			
to discussions prepared,			
having read and			
researched material			
under study; explicitly			
draw on that preparation			
by referring to evidence from texts and other			
research on the topic or			
issue to stimulate a			
thoughtful,			

well-reasoned exchang	e			
of ideas. B. Collaborate				
with peers to set rules				
for discussions (e.g.				
informal consensus,				
taking votes on key				
issues, presentation of				
alternate views);				
develop clear goals and				
assessment criteria (e.g				
student developed	•			
rubric) and assign				
individual roles as				
needed. C. Propel				
conversations by posin	α .			
and responding to	5			
questions that relate the				
current discussion to	;			
broader themes or large				
	er			
ideas; actively				
incorporate others into				
the discussion; and				
clarify, verify, or				
challenge ideas and				
conclusions. D.				
Respond thoughtfully t	0			
various perspectives,				
summarize points of				
agreement and				
disagreement, and				
justify own views.				
Make new connections				
in light of the evidence				
and reasoning				
presented.				
CI 11 12 2 F .1 .4				
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	1			
tone used.				
L.11-12.1 Demonstrate				
command of the				
conventions of standard	1			
English grammar and	*			
usage when writing or				
speaking.				
speaking.				
L.11-12.3 Apply				
knowledge of language				
to understand how				
language functions in				
different contexts, to				
uniterent contexts, to	1	l	l .	

						1
	make effective choices	I				
	for meaning or style,	I				
	and to comprehend	I	1			
	more fully when	I	1			
	reading or listening.	I			!	
	I 11 12 5 Domanatrata	I				
	L.11-12.5 Demonstrate	I				
	understanding of	I	1			
	figurative language,	I				
	word relationships, and nuances in word	I				
	meanings.	I	1			
	meanings.	I				
Unit		I	G. TT.		<u> </u>	
	New Jersey Student	Essential	Student Learning	ASSESSMENT -	Interdisciplinary Connections	21st
	Learning Standards	Questions	Objectives	Formative	Connections	Century
		1		&		Life and Careers
		<u></u>		Summative		
	RI.11-12.1 Accurately	Author's	r	Formative:		CRP1 Act as a
	cite strong and thorough		develop sophisticated,			responsible and
	textual evidence, (e.g.,	choice: why	analytic, interpretive, and	Reading journals		contributing citizen
	via discussion, written	does it	evaluative skills—including	5	expressed through and	and employee.
	response, etc.), to	matter?	self-assessment.	C1 1: :	influenced by the	
	support analysis of what	I		Class discussion		CRP2 Apply
	the text says explicitly	What makes	Students will develop			appropriate academic
	as well as inferentially,	a story a	summarizing skills in order	Text annotations		and technical skills.
	including determining	"great"	to make appropriate and		6.1.12.	
	where the text leaves	story?	effective choices of support	Onizzoa		CRP4 Communicate
	matters uncertain.	Story:	details.	Quizzes		clearly and effectively
		l - 1 .,				and with reason
	RI.11-12.2 Determine	In what	Students will analyze the	Summative:	for regional	CDD(D)
	two or more central	ways does	impact of an author's choices		differences while also	
	ideas of a text, and	creative	in presenting elements of a	Tests		creativity and
	analyze their	choice	story or drama.		American identity.	innovation.
	development and how they interact to provide	impact an	Students will analyze how	Presentations	Social Studies	CRP8 Utilize critical
	a complex analysis;	audience?	multiple themes in a text			thinking to make
	provide an objective	1	develop and interact to build	Essays		sense of problems and
	summary of the text.	What do	on one another and produce a			persevere in solving
	Summary of the text.	good readers	complex account.			them.
	RI.11-12.3 Analyze a	do?	complex account.		cultures in an	them.
	complex set of ideas or	ao?	Students will present		interconnected world.	CRP9 Model
	sequence of events and	l	information maintaining an			integrity, ethical
	explain how specific	Am I clear	objective, academic tone and			leadership and
	individuals, ideas, or	about what I	formal style.			effective
	events interact and	just read?				management.
	develop over the course	How do I	Students will write cohesive		impetus for the Civil	
	of the text.	know?	and logical arguments that		Rights Movement and	CRP11 Use
			engage readers.		explain why national	technology to enhance
	RI.11-12.6 Determine	What do			governmental actions	productivity.
	an author's point of	good writers	Students will determine		were needed to ensure	
	view or purpose in a	-	textual evidence that		C	CRP12 Work
	text in which the	do?	supports analysis and/or			productively in teams
	rhetoric is particularly	I	research.			while using cultural
	effective, analyzing	What's my	research.			global competence.
	how style and content	purpose and	1			
	contribute to the power,	how do I	Students will compose			
	persuasiveness or	develop it?	written responses and			
	beauty of the text.		include textual evidence to			
				<u> </u>		<u> </u>

		strengthen analysis,		
RI.11-12.8 Describe	W/:4:	reflection, and/or research.		
and evaluate the	Writing	,		
reasoning in seminal	clearly:	Students will prepare		
U.S. and global texts,	What makes	presentations that are		
including the	a difference?	organized, developed, and		
application of		appropriate to purpose, task,		
constitutional principles	Final	and audience.		
and use of legal reasoning (e.g., in U.S.	product:			
Supreme Court majority	What does it			
opinions and dissents)	take?			
and the premises []				
and the premises []	What makes			
RI.11-12.10 By the end	collaboration			
of grade 11, read and	meaningful?			
comprehend literary	meaningrui!			
nonfiction at grade level	M-1-1			
text-complexity or	Making			
above with scaffolding	meaning			
as needed.	from a			
W 11 12 1 W.:	variety of			
W.11-12.1 Write	sources:			
arguments to support claims in an analysis of	what will			
substantive topics or	help?			
texts, using valid				
reasoning and relevant	What makes			
and sufficient evidence.	a			
	presentation			
W.11-12.2. Write	"great"?			
informative/explanatory	great :			
texts to examine and	Who were			
convey complex ideas,				
concepts, and	the major			
information clearly and	players in			
accurately through the	the			
effective selection,	integration			
organization, and	of major			
analysis of content.	league			
W.11-12.4 Produce	baseball?			
clear and coherent				
writing in which the	What were			
development,	the			
organization, and style	far-reaching			
are appropriate to task,	implications			
purpose, and audience.	of the			
	integration			
W.11-12.5 Develop and	of America's			
strengthen writing as				
needed by planning,	pastime?			
revising, editing,				
rewriting, trying a new				
approach, or consulting a style manual (such as				
MLA or APA Style),				
focusing on addressing				
what is most significant				
for a specific purpose				
and audience. (Editing				
 			1	

for conventions should			
demonstrate command			
of Language standards			
1–3 up to and including			
grades 11-12.)			
grades 11-12.)			
W.11-12.9 Draw			
evidence from literary			
or informational texts to			
support analysis,			
reflection, and research.			
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.			
CT 0 10 1 In Winds and			
SL.9-10.1 Initiate and			
participate effectively in			
a range of collaborative discussions			
(one-on-one, in groups,			
and teacher-led) with			
peers on grades 9–10			
topics, texts, and issues,			
building on others'			
ideas and expressing			
their own clearly and			
persuasively. A. Come			
to discussions prepared,			
having read and researched material			
under study; explicitly			
draw on that preparation by referring to evidence			
-			
from texts and other research on the topic or			
issue to stimulate a			
thoughtful,			
well-reasoned exchange			
of ideas. B. Collaborate			
with peers to set rules			
for discussions (e.g.			
informal consensus,			
taking votes on key			
issues, presentation of			
alternate views);			
develop clear goals and			
assessment criteria (e.g.			
student developed			
rubric) and assign			
individual roles as			
needed. C. Propel			
conversations by posing			
and responding to			
und responding to	1		

questions that relate t	he			
current discussion to				
broader themes or lar	ger			
ideas; actively				
incorporate others in	0			
the discussion; and				
clarify, verify, or				
challenge ideas and				
conclusions. D.	,			
Respond thoughtfully	' to			
various perspectives,				
summarize points of agreement and				
disagreement, and				
justify own views.				
Make new connection	ns			
in light of the eviden				
and reasoning				
presented.				
ľ				
SL.11-12.2 Integrate				
multiple sources of				
information presented	l in			
diverse media or				
formats (e.g., visually				
	′,			
quantitatively,				
qualitatively, orally)				
evaluating the				
credibility and accura	cy			
of each source.				
SL.11-12.3 Evaluate	a			
speaker's point of vie				
reasoning, and use of				
evidence and rhetoric	,			
assessing the stance,				
premises, links amon	g			
ideas, word choice,				
points of emphasis, a	nd			
tone used.				
SL.11-12.4 Present				
information, findings				
_				
and supporting evide				
clearly, concisely, an				
logically. The conten	t,			
organization,				
development, and sty	le			
are appropriate to tas				
purpose, and audience				
purpose, and addiction				
L.11-12.1 Demonstra	te			
command of the				
conventions of standa	ard			
1		•		•

Lil-12.3 Aprily Providedge of language hand writing or addifferent contacts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				T.		1	
The Modern Game—From Game—Grow Game—Grow Grafts develop sophisticated, analytic, interpretive, and class discussion Game—Glass discussion Grey Apply appropriate academic Game—Greetive choices of support details. In what ways does creative details. Students will analyze the impact of an author's choices in presenting elements of a story or drama. Tests Tests Tests		speaking. L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word					
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Game—From Free Agency to Sabermetrics 5 weeks Timeline:							
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gioda competence.							
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		now style and content				[

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	contribute to the power,	What's my	Students will compose			
	persuasiveness or beauty of the text.	purpose and	written responses and include textual evidence to			
	ocauty of the text.	how do I	strengthen analysis,			
	RI.11-12.8 Describe	develop it?	reflection, and/or research.			
	and evaluate the	ue verop iv.	in the second se			
	reasoning in seminal	Writing	Students will prepare			
	U.S. and global texts,	clearly:	presentations that are			
	including the	What makes	organized, developed, and			
	application of	a difference?	appropriate to purpose, task,			
	constitutional principles	a difference:	and audience.			
	and use of legal reasoning (e.g., in U.S.	Final				
	Supreme Court majority	product:				
	opinions and dissents)	What does it				
	and the premises []	take?				
		take!				
	RI.11-12.10 By the end	What makes				
	of grade 11, read and	collaboration				
	comprehend literary	meaningful?				
	nonfiction at grade level text-complexity or	meaningtui!				
	above with scaffolding	Molsina				
	as needed.	Making				
		meaning from a				
	W.11-12.1 Write					
	arguments to support	variety of				
	claims in an analysis of	sources:				
	substantive topics or texts, using valid	what will				
	reasoning and relevant	help?				
	and sufficient evidence.	W/land1				
		What makes				
	W.11-12.2. Write	a				
	informative/explanatory	presentation				
	texts to examine and	"great"?				
	convey complex ideas,	XX71				
	concepts, and information clearly and	What are the				
	accurately through the	functions of				
	effective selection,	labor				
	organization, and	unions?				
	analysis of content.	***				
		What impact				
	W.11-12.4 Produce	did free				
	clear and coherent	agency and				
	writing in which the development,	the players'				
	organization, and style	union have				
	are appropriate to task,	on baseball?				
	purpose, and audience.					
		Why is				
	W.11-12.5 Develop and					
	strengthen writing as	to higher				
	needed by planning,	moral				
	revising, editing,	standards				
	rewriting, trying a new approach, or consulting	than the				
	a style manual (such as	country's				
	MLA or APA Style),	other major				
	focusing on addressing	sports?				
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what is most significant	****		
for a specific purpose	What are		
and audience. (Editing	sabermetrics		
for conventions should	?		
demonstrate command			
of Language standards	How do		
1–3 up to and including			
grades 11-12.)	advanced		
grades 11-12.)	statistics and		
W.11-12.9 Draw	data impact		
evidence from literary	the game?		
or informational texts to	Č		
support analysis,	Where is		
reflection, and research.	America's		
refrection, and rescaren.			
W.11-12.10 Write	pastime		
routinely over extended	headed?		
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.			
SL.9-10.1 Initiate and			
participate effectively in			
a range of collaborative			
discussions			
(one-on-one, in groups,			
and teacher-led) with			
peers on grades 9–10			
topics, texts, and issues,			
building on others'			
ideas and expressing			
their own clearly and			
persuasively. A. Come			
to discussions prepared,			
having read and			
researched material			
under study; explicitly			
draw on that preparation			
by referring to evidence			
from texts and other			
research on the topic or			
issue to stimulate a			
thoughtful,			
well-reasoned exchange			
of ideas. B. Collaborate			
with peers to set rules			
for discussions (e.g.			
informal consensus,			
taking votes on key			
issues, presentation of			
alternate views);			
develop clear goals and			
assessment criteria (e.g.			
student developed			
rubric) and assign			
individual roles as			

needed. C. Propel			
conversations by posing			
and responding to			
questions that relate the			
current discussion to			
broader themes or larger			
ideas; actively			
incorporate others into			
the discussion; and			
clarify, verify, or			
challenge ideas and			
conclusions. D.			
Respond thoughtfully to			
various perspectives,			
summarize points of			
agreement and			
disagreement, and			
justify own views.			
Make new connections			
in light of the evidence			
and reasoning			
presented.			
SL.11-12.2 Integrate			
multiple sources of			
information presented in			
diverse media or			
formats (e.g., visually,			
quantitatively,			
qualitatively, orally)			
evaluating the			
credibility and accuracy			
of each source.			
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.			
tone used.			
SL.11-12.4 Present			
information, findings			
and supporting evidence			
clearly, concisely, and			
logically. The content,			
organization,			
development, and style			
are appropriate to task,			
purpose, and audience.			
14 40 4 5			
L.11-12.1 Demonstrate			
command of the			
conventions of standard			
English grammar and			
usage when writing or			
speaking.			

kn to lar dif ma for an- mo	11-12.3 Apply towledge of language understand how inguage functions in a fferent contexts, to to to to to to to to to to to to to			
L. un fig wo nu	11-12.5 Demonstrate derstanding of gurative language, ord relationships, and lances in word eanings.			

Course Materials:

Malamud, Bernard. *The Natural*.