
**GROSSE POINTE PUBLIC SCHOOL SYSTEM
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

AGENDA TITLE: III. A Approval of Experience in Literature Pilot Course

BACKGROUND INFORMATION

We are requesting the addition of a pilot course in the Program of Studies for Secondary English. The course - *Experiences in Literature* - will be a year-long elective course for upperclassmen. The course will focus on the human experience, our failures, conflicts, and triumphs, and how those impact us as individuals and collectively. The course will draw from a rich literary tradition of both canonical and contemporary works that represent a broad range of voices and experiences. The course will end with a capstone project for all students where they can demonstrate their skill in synthesizing ideas from literature and nonfiction into a research-based, authentic presentation. The justification for the proposal are as follows:

- Our last formal curriculum review happened several years ago, and no structural changes were made to American Literature at that time.
- Students can **identify the impact of the author's choices** regarding how to develop and relate elements of a story. CCSS.ELA-LITERACY.RL.9-10.5
- Students can **determine a central idea of a text and analyze its development over the course of the text**, including how it emerges and is shaped and refined by specific details. CCSS.ELA-LITERACY.RI.9-10.2
- Students can 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. CCSS.ELA-LITERACY.W.9-10.

COST:

Each school will need to purchase enough copies of the text for every American Literature student. This is approximately 750 books total. The PermaBound version of the book costs \$28, making the total funding allocation \$21,000. Funds for these purchases would come from the Department of Curriculum and Instruction.

We thank you for considering this request for the upcoming school year.

Sincerely,

Committee Members
Kristen Alles

ENCLOSURE: III. A

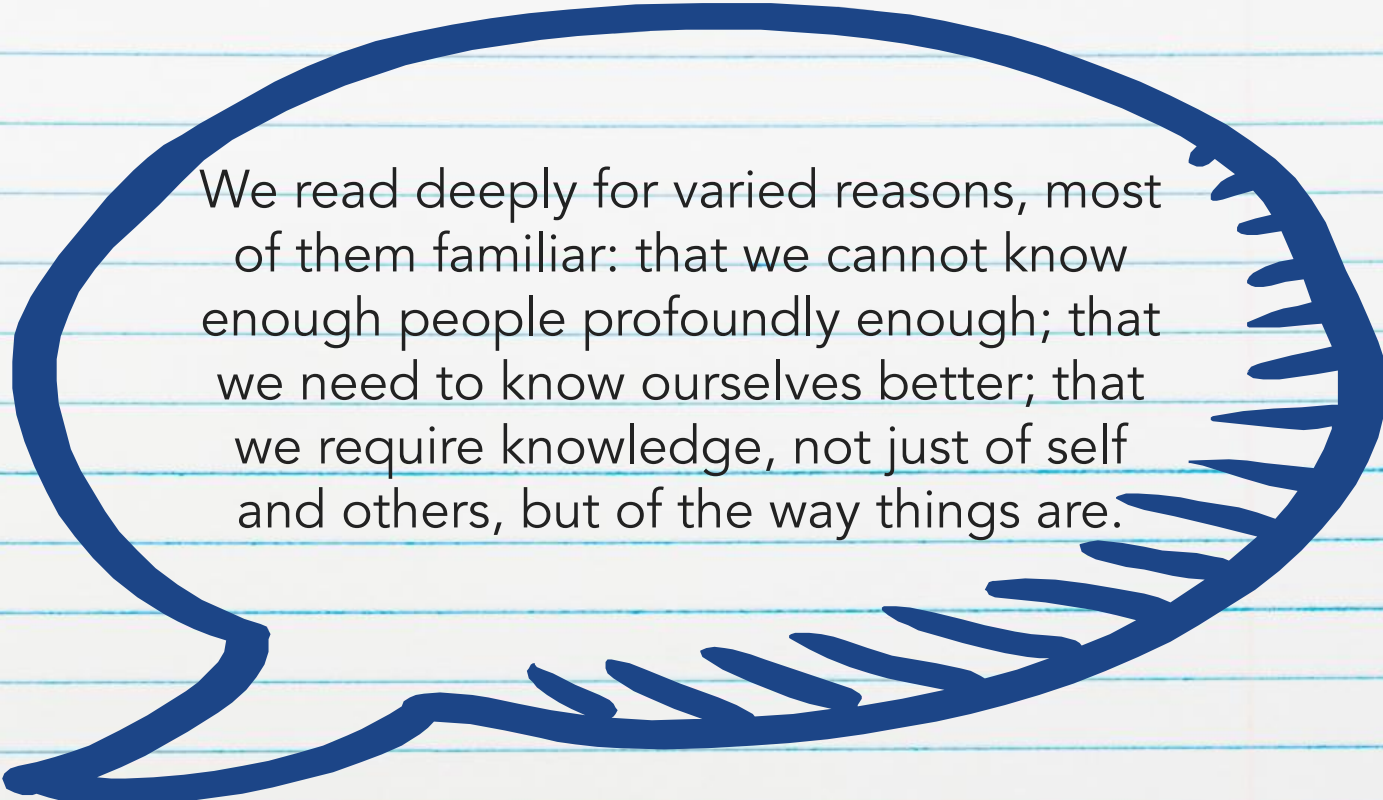
Jonathan Byrne
Geoffrey Young

[PRESENTATION](#)
[SING UNBURIED SING REVIEWS](#)
[CURRICULUM](#)

EXPERIENCES IN

LITERATURE

A Pilot Course

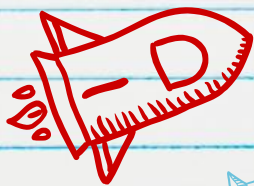


We read deeply for varied reasons, most of them familiar: that we cannot know enough people profoundly enough; that we need to know ourselves better; that we require knowledge, not just of self and others, but of the way things are.

Harold Bloom

EXPERIENCES IN LITERATURE

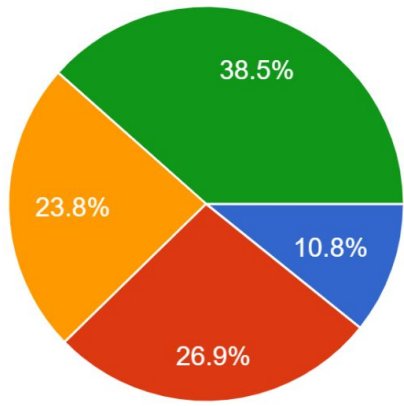
Exploring who we are, as
individuals and as a society



WHAT ARE YOUR PLANS FOR YOUR SENIOR YEAR IN ENGLISH?

Do you have a clear idea of which English class(es) you will take as a senior?

130 responses



- Yes, I know exactly what I want to take.
- I have some idea, but no definite plan.
- I know of some options but don't know what I want to take.
- I don't know anything about the senior year of English.

QUOTES FROM STUDENTS

They need to find texts that expand the students knowledge of the world.

Allow for some freedom within the course so people will take it from hearing from other peoples experience.

I think North should use more relevant books to this generation because it would be more interesting to read than other books in the curriculum.

Reading long boring books that does not interest us. We wouldn't want to read a 473 page book that's been in the curriculum since the 1950's.

GOALS FOR THE COURSE

- *What is next?*
- *How can literature illuminate common experiences?*
- *How are our experiences important?*
- *What is next?*

COMMON HUMAN EXPERIENCES

Failures (Q1)

Guiding questions:

* *How do our failures shape us?*

* *How do our collective failures and our responses to them help us understand who we are?*

Conflicts (Q2)

Guiding questions:

* *How do our conflicts define us?*

* *How do the conflicts we face as a society reveal our collective values?*

Triumphs (Q3)

Guiding questions:

* *How are our triumphs a reflection of ourselves?*

* *How do our collective triumphs and our responses to them help us understand who we are?*

THE CALENDAR

Quarter 1

Failures

Quarter 2

Conflicts

Quarter 3

Triumphs

Shakespeare's

Hamlet

Lit Circles

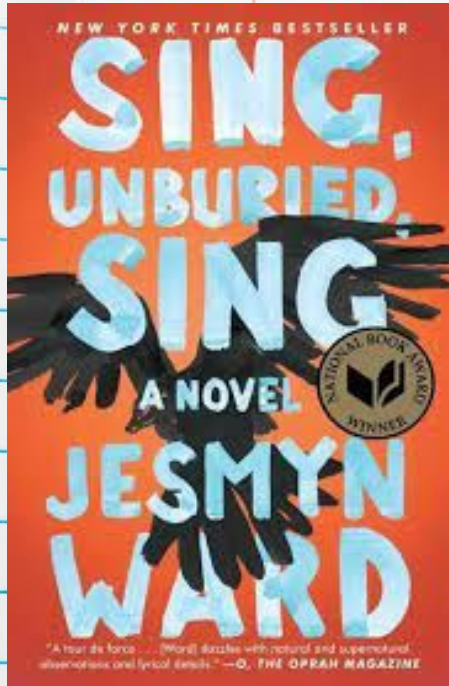
Ward's *Sing*

Unburied Sing

Quarter 4

How we learn from our experiences and move beyond them...

SING, UNBURIED, SING BY JESMYN WARD (2017)



Critical Praise

From the National Book Foundation, Judge's

Citation: *Jesmyn Ward's Sing, Unburied, Sing is a narrative so beautifully taut and heartbreakingly eloquent that it stops the breath. Through fully imagined characters both living and dead, this road novel moves beyond the road into the bigger story of what it means to be an American in the rural South both now and decades before this moment.*

Student Praise

From textbook adoption

process: *This novel could be used to explore various human experiences as well as draw attention to various injustices that were present and still are present today...The story makes it very easy for readers to connect with the experiences and struggles that the two main characters face.*

Parent Praise

From textbook

adoption process: *I feel that this book would be appropriate to give students perspective of life situations that are outside of their experiences and comfort zones. The characters in this book have challenges that are still relevant today. The book shows the different issues from various character viewpoints.*

Capstone Project



10

Q4

*"Research is formalized
curiosity. It is poking and
prying with a purpose."
— Zora Neale Hurston*

EXPERIENCES IN

LITERATURE

Questions?

Form Name: Textbook Adoption - Review
Submission Time: September 21, 2022 8:35 pm
Browser: Chrome 105.0.0.0 / Windows
IP Address: 99.152.39.15
Unique ID: 1012566573
Location: 42.4263, -82.9014

BOOK/TEXTBOOK ADOPTION - REVIEW

DATE	09/04/22
EVALUATOR PREPARING THIS REPORT:	Jaclyn Sommerville
Evaluator	Parent
TITLE OF BOOK/TEXTBOOK:	Sing Unburied Sing
AUTHOR(s):	Jesmyn Ward
PUBLISHER:	Scribner
COPYRIGHT:	2017
BOOK TYPE	Fiction
What grade level/course would you recommend this material?	11th
Is this book replacing any currently approved book(s)?	NO
RECOMMENDATION:	I would recommend this book for 11th grade and above.
1. What is the purpose of this instruction material and how will it be used?	I feel that this book would be appropriate to give students perspective of life situations that are outside of their experiences and comfort zones.
2. What is the chief asset of this instructional material?	The characters in this book have challenges that are still relevant today. The book shows the different issues from various character viewpoints.
3. What concerns or potential difficulties are related to the use of this material?	There is some reference to drug use and intimacy. I feel that it does not glorify drug use and instead shows the harmful effects on a family unit.
4. What aspect of this instructional material might help support differentiation?	.
5. Have you reviewed the material for gender/race/age or other stereotype or bias?	YES

Please explain This book discusses multiple races and discusses issues in a truthful yet appropriate manner.

6. Does this text empower learners to connect and identify with the material in a culturally responsive environment? YES

Please explain.

7. Does the text include characters from different races, color, national origin, gender, ability levels, marginalized groups and socioeconomic status? YES

Please explain. There are a limited number of characters but they represent the different groups above.

8. Does the text represent the unique tapestry of our world? YES

Please explain.

9. Use the internet to find at least one article from a reputable source that either: 1. Provides a review of the text or 2. Discusses a school that is currently teaching the text. Provide a link to the information you find and give a short summary of the article, along with your thoughts.

Size Suitability E-Excellent

Binding Quality E-Excellent

Attractiveness E-Excellent

Paper Quality E-Excellent

Print Readability E-Excellent

Margins Adequate E-Excellent

Illustrations Quality E-Excellent

Style E-Excellent

Literary Quality E-Excellent

Organization Quality E-Excellent

Presentation E-Excellent

Scope	E-Excellent
Student Appeal	E-Excellent
Table of Contents	N/A-Not Applicable
Index	N/A-Not Applicable
Glossary	N/A-Not Applicable
Maps, Diagrams, Charts	N/A-Not Applicable
Cultural Diversity	E-Excellent

Form Name: Textbook Adoption - Review
Submission Time: August 18, 2022 8:52 pm
Browser: Chrome 104.0.0.0 / Windows
IP Address: 24.192.222.215
Unique ID: 999306446
Location: 42.5956, -82.8772

BOOK/TEXTBOOK ADOPTION - REVIEW

DATE 08/17/22

EVALUATOR PREPARING THIS REPORT: Peter Hoffmann

Evaluator Student

TITLE OF BOOK/TEXTBOOK: Sing, Unburied, Sing

AUTHOR(s): Jesmyn Ward

PUBLISHER: Scribner

COPYRIGHT: 2017

BOOK TYPE Fiction

What grade level/course would you recommend this material? 12th

Is this book replacing any currently approved book(s)? NO

RECOMMENDATION: I would recommend this book, specifically for the way that it demonstrates the normal lives of people while also drawing attention to past and present problems.

1. In what ways might a teacher use this book to teach English? (Think about what you typically do with a text in your English classroom, or anything you think should be done with a text in your English classroom). Offer an example or two to support your opinion.?

This novel could be used to explore various human experiences as well as draw attentions to various injustices that were present and still are present today. The majority of the novel is written in the point of view of two main characters, an African American boy named Jojo and his mother Leonie, who live relatively normal lives. The story makes it very easy for readers to connect with the experiences and struggles that the two main characters face. Jojo is trying to learn what it means to be a man, and he often uses his grandfather as his role model. He is the one who looks after his toddler sister, as his mother is inconsistent and aggressive. Leonie wants to be a better mother, but is always fighting with those around her by putting her own needs over those of everyone else, including her children. The novel also displays many forms of racism in the past and present of the novel's setting, Mississippi. Both Jojo and Leonie face many racial comments and stereotypes from Caucasian individuals throughout the novel. The story also includes the ghost of a boy named Richie, who was a victim of past atrocities committed on African Americans in the state of Mississippi.

2. What are the greatest strengths of this book as a learning tool? For each strength that you list, provide an example of this strength in the text?.

The greatest strength of this novel is how it brings the experience of characters that most would consider normal people to life. The entire story is spent exploring the deep experiences of the Jojo and Leonie as they have to face a multitude of different conflicts. Through the stories told to him by his grandfather, his fights with his mother, the way he cares for his sister, and how he deals with the ghost of Richie, Jojo's character is both developed and revealed to the reader as the novel progresses. Similarly, the reader realizes Leonie's aggressive behavior and drug use, while understanding the reasoning behind them as her past and present conflicts are revealed. The novel discusses all of her past trauma and present fears, including the atrocity that was committed upon her brother, her struggles throughout her past life, and much more.

3. What questions or problems might arise in the classroom, your home or community if you were required as a whole class to read this book?? (For example, you might address issues like themes, language, content, etc.)

The only problems I could potentially foresee arising as a result of having students read this book is that some people make take offense or be uncomfortable with some of the racial slurs as well as some of the graphic (violent) content. For example, the novel contains descriptions of a goat being slaughtered to be turned into meat, and violence committed on various different people.

4. If this book is adopted into the curriculum, many different students will be reading it. Do you think this book is appropriate for students with a wide range of abilities and reading interests? (For example, both "honors" and "traditional" students will read the text.) Explain your answer in detail.

I feel that this book is appropriate for both "honors" and "traditional" English class level students, as the novel makes it very easy for readers to connect with the characters in the novel and their experiences. Students reading the novel will very easily come to understand the feeling that the characters in the story experience, as well as identify the blatant injustice that the story underlines.

5. Have you reviewed the material for gender/race/age or other stereotype or bias?

YES

Please explain

I always review for gender, race, age, or other stereotypes or biases. This novel does contain racial slurs that are clearly used by the antagonists in the story, but the novel is not written in a way that uses stereotypes or biases.

6. Does this text empower learners to connect and identify with the material in a culturally responsive environment?

YES

Please explain.

The text is presented in a format in which the main characters participate in several activities that encompass everyday life. In a sense, the characters seem that they are mostly leading normal lives. I also found that the deeper themes of racial injustice were also very moving and impactful.

7. Does the text include characters from different races, color, national origin, gender, ability levels, marginalized groups and socioeconomic status? YES

Please explain.

Centered in Mississippi, the story contains both African Americans and Caucasians of various different ages, genders, and socioeconomic statuses. The two main characters are an African American boy named Jojo and his mother, Leonie, of the same race.

8. Does the text represent the unique tapestry of our world? YES

Please explain.

This novel effectively demonstrates the hardships experienced by African Americans in both the past and the present forms of Mississippi. It also demonstrates certain aspects of life that people of all races live by in the state.

9. Use the internet to find at least one article from a reputable source that either: 1. Provides a review of the text or 2. Discusses a school that is currently teaching the text. Provide a link to the information you find and give a short summary of the article, along with your thoughts.

Review:

<https://www.nytimes.com/2017/09/22/books/review/tracy-k-smith-on-sing-unburied-sing-jesmyn-ward.html>

This review from the New York times first summarizes key features from the novel. It discusses the importance of the location of the novel, Bois Sauvage, Mississippi, the basics of the plot, the characters of Leonie and Jojo and their opinions of each other, the significance of the ghosts and visions, as well as other important parts of the novel. The review then goes on to explain how the novel brings the experience of otherwise normal characters to life, exploring their deep feelings and thoughts as they struggle with challenging conflicts. It describes how the characters lead lives that could be classified into categories such as rural poor or drug dependent, and how the novel demonstrates the true importance of their value. The review also emphasizes how the novel characterizes Mississippi as savage and unjust, as well as the empathy that many readers develop for the characters.

I found this review to be very similar to my findings of the novel, in how it exposes the injustices in the past and present Mississippi while underlining the importance in the experiences of the characters in the story. It picked out the proper moments from the story to demonstrate the true thoughts and feelings of the characters.

Size Suitability

E-Excellent

Binding Quality

E-Excellent

Attractiveness

G-Good

Paper Quality

E-Excellent

Print Readability	E-Excellent
Margins Adequate	E-Excellent
Illustrations Quality	N/A-Not Applicable
Style	E-Excellent
Literary Quality	E-Excellent
Organization Quality	G-Good
Presentation	E-Excellent
Scope	G-Good
Student Appeal	G-Good
Table of Contents	N/A-Not Applicable
Index	N/A-Not Applicable
Glossary	N/A-Not Applicable
Maps, Diagrams, Charts	N/A-Not Applicable
Cultural Diversity	G-Good
Other	N/A-Not Applicable

Form Name: Textbook Adoption - Review
Submission Time: August 17, 2022 9:45 am
Browser: Chrome 101.0.0.0 / Windows
IP Address: 76.112.40.109
Unique ID: 998474921
Location: 42.4263, -82.9014

BOOK/TEXTBOOK ADOPTION - REVIEW

DATE 08/17/22

EVALUATOR PREPARING THIS REPORT: Kristen Alles

Evaluator Teacher

TITLE OF BOOK/TEXTBOOK: Sing, Unburied, Sing

AUTHOR(s): Jesmyn Ward

PUBLISHER: Scribner

COPYRIGHT: 2017

PRICE per book: \$22.50

BOOK TYPE Fiction

What grade level/course would you recommend this material? 12th

Is this book replacing any currently approved book(s)? NO

RECOMMENDATION: I recommend this book for the proposed Experiences in Literature course for 12th grade.

1. What is the purpose of this instructional material and how will it be used?

The purpose of this book is to help illustrate and teach some of the major themes of the course including how our failures, triumphs, and conflicts impact us individually and collectively. As each chapter takes on different characters' viewpoints and voices, their struggles, triumphs, and conflicts are explicit, particularly how those issues effect one another within a family. One of the major themes of this novel is family heritage and connectedness and how members of families, dead or alive, impact each other for years to come. The contrast of two of the other themes, healing and death, could be analyzed within this larger lens, as well. Race and class is also explored within this novel, and could be used to teach students how anti-black violence, past or present, impacts families and communities, particularly poor black families and communities, today. Beyond analysis of theme and how it would fit into the overarching purpose of the course, students would use this book to explore literary devices including symbolism more thoroughly. For writing, students could write a close-reading text analysis essay or something broader, answering a thematic question using the book as evidence.

2. What is the chief asset of this instructional material?

The chief asset of this book is its rich, complex language. Each page has something for students to unpack. At the surface, the story is not difficult to follow, but the richness of the language and structure allow for more thorough analysis of Ward's purpose when writing this novel. Familial bonds, death, tormented pasts, and love are all found within the language of this novel as Ward poetically creates fictional characters who have such real relationships with each other and with their pasts that students will enjoy reading about and learning more about through close-reading text analysis.

3. What concerns or potential difficulties are related to the use of this material?

There is some racist language within the text along with mention of drug use and violence.

4. What aspect of this instructional material might help support differentiation?

This text would support differentiation by having language that is accessible to all learners. Students would not find difficulty in following the story and getting the major themes out of it. With more support and direct instruction, though, students will be able to more deeply analyze the text for author purpose and theme. Students may easily find some symbols or literary devices evident throughout, but will need a teacher's guidance in dissecting these more thoroughly. For instance, there are many examples of nature and the wilderness that students will easily see, but will need some support in unpacking what Ward is saying about the boundaries and relationship between the two.

5. Have you reviewed the material for gender/race/age or other stereotype or bias?

YES

Please explain As an educator, I always keep in mind how literature may present a group of people, and I feel as though Ward presents a very real account of a black family in the rural south struggling with such things as loss, grief, and also love.

6. Does this text empower learners to connect and identify with the material in a culturally responsive environment? YES

Please explain. Many of our students will identify with the themes surrounding death, grief, and racism and many of our students will learn from these themes. Culturally responsive teaching and learning requires teachers to make sure all students' cultures, life experiences, and languages are acknowledged, and I believe this novel is a place for that to happen.

7. Does the text include characters from different races, color, national origin, gender, ability levels, marginalized groups and socioeconomic status? YES

Please explain. The main characters are black from the rural south with a history of slavery and imprisonment. There is also a mixed race relationship that is explored within the text.

8. Does the text represent the unique tapestry of our world? YES

Please explain. The text represents an area of our country that is often overlooked in reality and in text--the rural south. It also explores a mixed race relationship and the conflicts that arise within the families because of that.

9. Use the internet to find at least one article from a reputable source that either: 1. Provides a review of the text or 2. Discusses a school that is currently teaching the text. Provide a link to the information you find and give a short summary of the article, along with your thoughts.

<https://www.theatlantic.com/entertainment/archive/2017/09/jesmyn-wards-erie-powerful-unearting-of-history/541230/>

This article reviews Ward's novel with praise and analysis of its themes and characters. It discusses Ward's writing style as poetic and lyrical. This article comments on Ward's incredible ability to build complex, rich characters and weave them together through tragedy, loss, and death, which also includes two of the characters being ghosts themselves. I agree with this review, that Ward is able to create a story about a family's literal and figurative journey together while grappling with the past that haunts them. In this vein, this review likens other authors to this work of Ward's including Toni Morrison and William Faulkner.

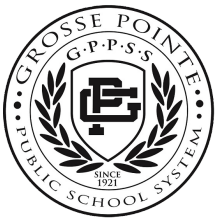
Size Suitability E-Excellent

Binding Quality E-Excellent

Attractiveness	E-Excellent
Paper Quality	E-Excellent
Print Readability	E-Excellent
Margins Adequate	E-Excellent
Illustrations Quality	N/A-Not Applicable
Style	E-Excellent
Literary Quality	E-Excellent
Organization Quality	E-Excellent
Presentation	E-Excellent
Scope	E-Excellent
Student Appeal	E-Excellent
Table of Contents	N/A-Not Applicable
Index	N/A-Not Applicable
Glossary	N/A-Not Applicable
Maps, Diagrams, Charts	N/A-Not Applicable
Cultural Diversity	E-Excellent
Have parents whose children might use this book/textbook had an opportunity to review it?	YES
Names of parents who participated in the review:	Jaclyn Sommerville
What is the feedback from parents about the book/textbook?	A separate form was sent to the parent to complete for the book adoption review.
Have students had the opportunity to review this book/textbook?	YES
Grade Level	High School
What is the student feedback about the book/textbook?	A separate form was sent to the student to complete for the book adoption review.
If the textbook is adopted, how many copies per teacher/per building might be purchased?	90-150 copies

Overall estimated cost, using your per teacher/per building count? \$2,025 - \$3,375

Please list names and school of review committee members: Kristen Alles--North teacher
Peter Hoffman--North student
Jaclyn Sommerville--North parent
Geoffrey Young--North admin



Grosse Pointe Public Schools Curriculum Template

Content Area: English	Grade Level: 12
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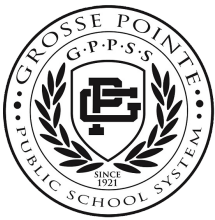
Unit of Study: Experiences in Literature - Upper Secondary English

This year-long elective course presents students with a vast array of literature focused on the human experience and how our failures, conflicts, and triumphs shape us both collectively and as individuals. Students read short stories, novels, dramas, poetry, and non-fiction. Composition work emphasizes formal research and various types of essays including literary criticism and argumentation. Through reading, writing, speaking, listening, and viewing, students explore universal themes of the human experience. Required reading includes *The Kite Runner* by Hosseini, *Sing Unburied, Sing* by Ward, and *Hamlet* by Shakespeare. Students will also be required to choose an extended work of nonfiction to inform their formal research capstone project at the end of the year. Units and lessons are aligned to The Common Core State Standards for English Language Arts which are designed to prepare all students for success in college, career and life by the time they graduate from high school. Students enrolling in Experiences in Literature are required to have passed Freshman English and American Literature and to have attempted Power of Language (or their honors equivalents, respectively).

Diversity Statement:

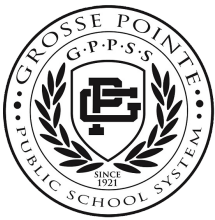
The core texts for the course represent a variety of different voices. As the English curriculum has evolved over the last several years, we have consciously added core texts that are much more representative of our student body than in the past. This class will continue that trend by offering texts both from the traditional literary canon and contemporary authors exploring the experiences of marginalized people from all walks of life.

<p>Targeted Standards/Content:</p> <p>READING/LITERATURE 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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the</p>	<p>Student Learning Targets:</p> <p>Reading</p> <p>I can read and understand a multitude of complex texts including fiction and nonfiction.</p> <p>I can understand thematic elements within a text.</p> <p>I can determine different types of language within a text including figurative language.</p> <p>I can analyze this complex text for choices the author makes and how those choices impact such things as author purpose, thematic elements, connection to other texts,</p>
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Grosse Pointe Public Schools Curriculum Template

<p>impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.)</p> <p>CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>WRITING</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>	<p>etc.</p> <p>I can support this analysis with strong textual evidence.</p> <p>Writing</p> <p>I can create assertions and support these assertions with claims, evidence, and thorough and thoughtful analysis.</p> <p>I can do thorough research and incorporate this research through synthesis as support for an argument.</p> <p>Within an argumentative essay, I can create claims and counterclaims that show complexity of thought, understanding, and research.</p> <p>I can summarize content into my own words, focusing on the most relevant information.</p> <p>I can use appropriate transitions and syntax to make my writing more fluid and cohesive.</p> <p>I can decipher appropriate evidence/data to use to support my argument that allows for deeper analysis.</p> <p>I can edit and revise my writing with the use of peer editing and anchor texts.</p> <p>Checking for Understanding/Assessments:</p> <ul style="list-style-type: none"> ● Impromptu Analysis Writing ● Impromptu Argumentative Writing ● Reading Comprehension Checks ● Journaling ● Whole class, small group discussions ● Conferencing ● Capstone Research Project
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Grosse Pointe Public Schools Curriculum Template

create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

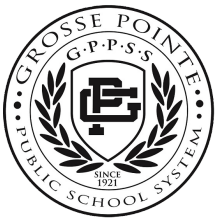
CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.11-12.2 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.

CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.



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CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.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.)

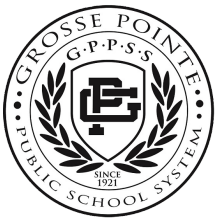
CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

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.11-12.7 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



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analysis, reflection, and research.

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.

Key Concepts:

Guiding Questions

- How do our failures shape us?
- How do our collective failures and our responses to them help us understand who we are?
- How do our conflicts define us?
- How do the conflicts we face as a society reveal our collective values?
- How are our triumphs a reflection of ourselves?
- How do our collective triumphs and our responses to them help us understand who we are?

Skills will be authentic to learning for whatever comes after high school.

Reading

Author's intent
Figurative language
Tone/Diction
Character development

Writing

Analysis
Argumentation
Interview

Speaking

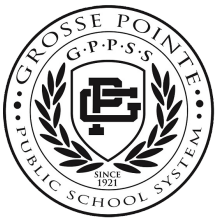
Engagement
Presentation

Essential Questions/Intellectual Processes & Skills - [Depth of Knowledge](#) and [Webb's Depth of Knowledge with CCSS:](#)

Recall:

What are the elements of the story? What are the components of an effective email to a community member? What are the common uses of punctuation? What are the components of citations and works cited pages?

Content area and date



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Skill/Concept:

What are the motivations of the characters? How do you properly conduct an interview? Can you identify and summarize major events of an extended narrative? How do you use context clues to identify the meanings of unknown words or phrases? Can you describe the cause and effect of events in a story? Can you identify patterns in a story or in your research? Are you able to use data (qualitative and quantitative) to identify and formulate solutions for a problem in your community? Are you able to organize, represent, and interpret data?

Strategic Thinking:

Are you able to support your arguments with details and examples? Are you able to support your analysis with textual evidence? Are you able to change the voice of your writing to fit the intended audience? Can you identify research questions and design investigations for a specific problem in your community? Are you able to identify the author's purpose and describe how it affects their rhetorical choices in a piece? Can you apply skills and concepts from literature to a real-world scenario?

Extended Thinking:

Are you able to conduct a project that requires specifying a problem, designing and conducting research, analyzing the data, and reporting the results/solutions? Are you able to analyze and synthesize information from multiple sources? Are you able to demonstrate how common themes are found across multiple texts from different cultures and/or time periods?

Exit Skills: Students will leave the class with improved analysis and argumentation skills as witnessed by their in-class essays. Students will learn to reflect on their own writing and thinking. Students will use literature and their reading, writing, listening, and speaking skills to develop an interest in something outside of themselves and the classroom.

Their capstone project will allow for depth of exploration in a topic of interest and the mastery of presentation skills.