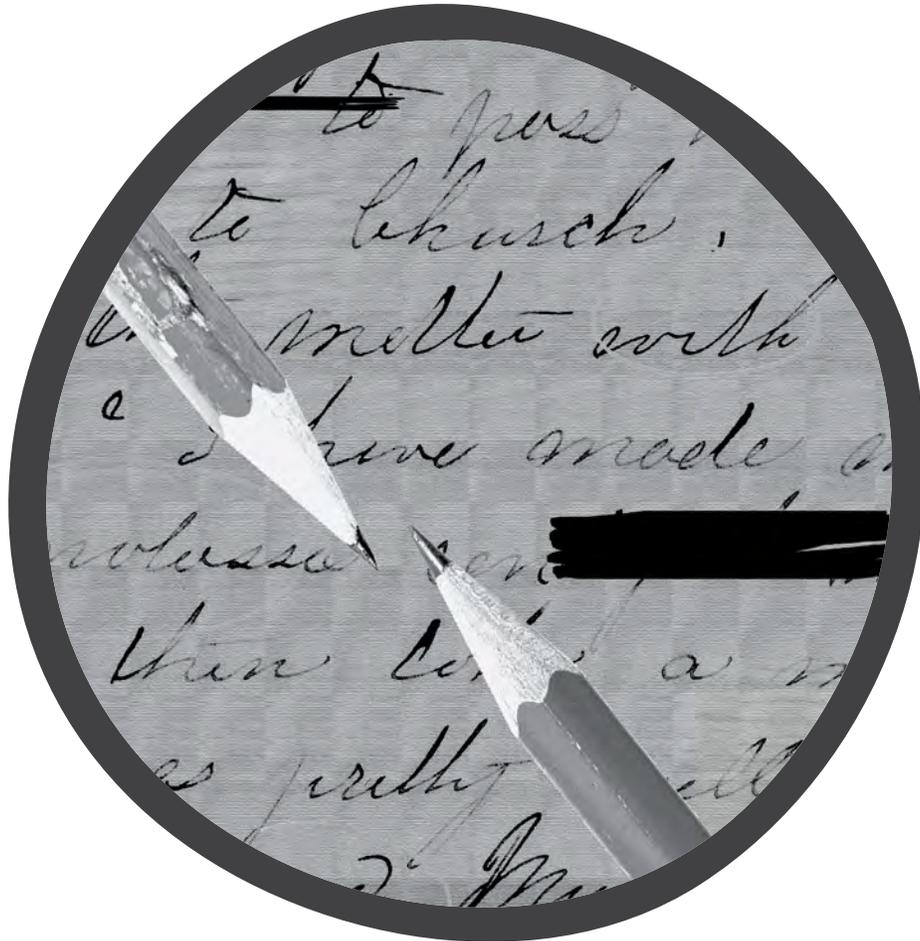# NATIVE LITERATURE
PROGRAM DESIGN

11/12th GRADE

UNIT 1

Personal Narrative

UNIT 1

Personal Narrative

CONTENTS

STAGE 1: Desired Results

STAGE 2: Assessment Evidence

STAGE 3: Scope and Sequence

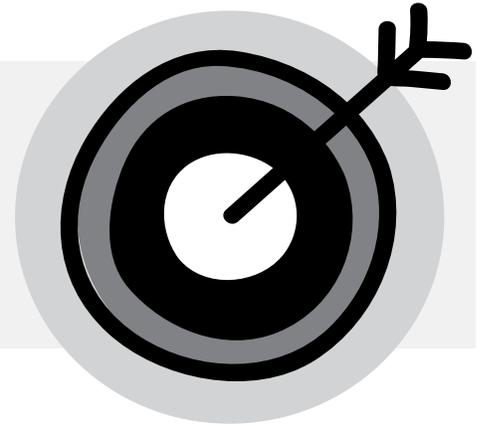## Appendix

UNIT 1 - DESIRED RESULTS

BIG IDEAS

- **Critical awareness**
- **Intersectionality**
- **Rhetorical situation**
- **Claims and evidence**

Essential Questions	Enduring Understandings
(based on yearlong Big Idea)	(based on yearlong Big Ideas)
• How do I introduce myself to others in different rhetorical situations? • What are the ways in which language comprises my identity?	• Effective writers and readers develop critical awareness of their rhetorical situations. • Language shapes our social identities.

Core Texts:

- *"The Writing Life"* by Chimamanda Ngozi Adichie
- *"You'll Never Believe What Happened"* by Thomas King
- *"Superman and Me"* by Sherman Alexie

Supporting Texts:

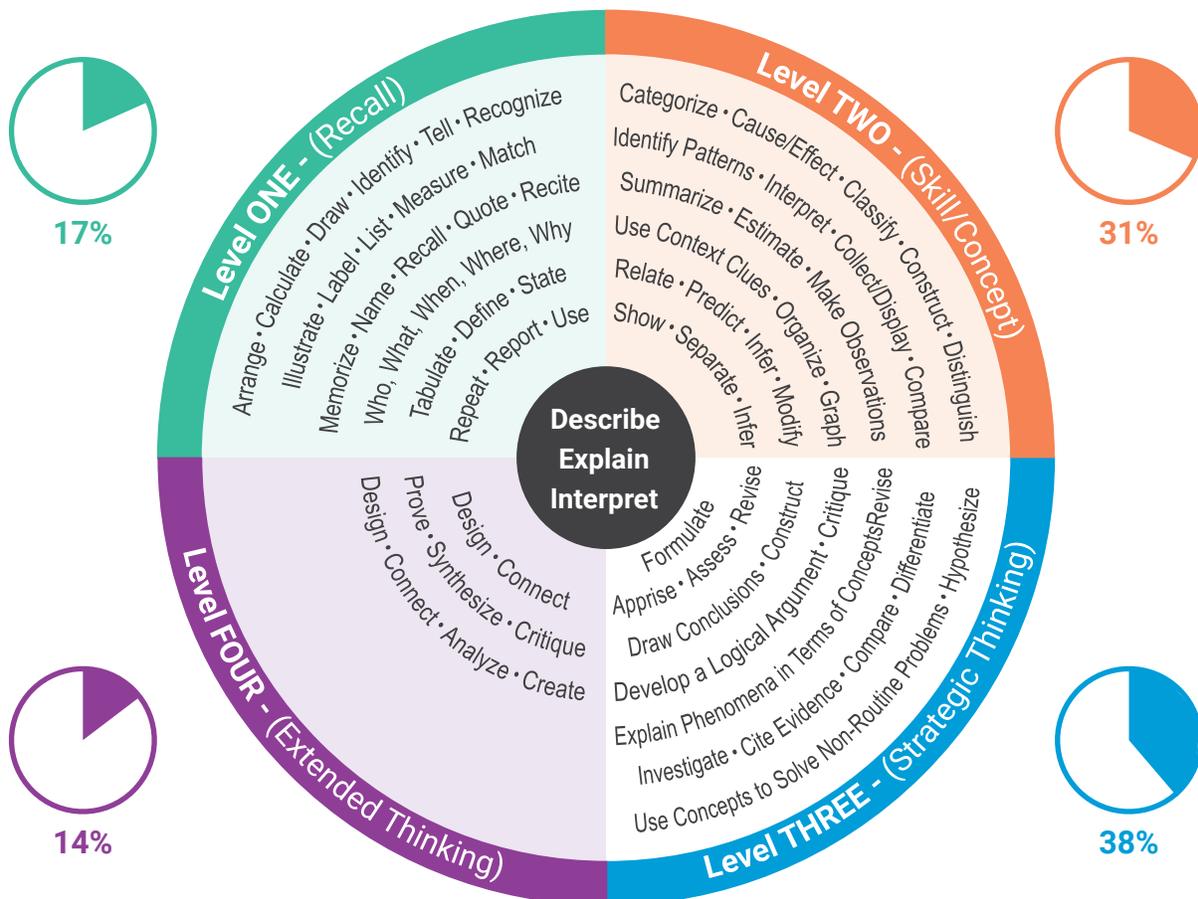**AG's exemplar common app essay**   **David Joliffe's Rhetorical Framework**
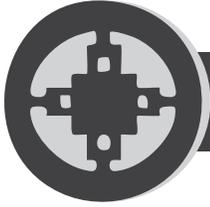
UNIT Depth of Knowledge (DOK) Levels

Research overwhelmingly shows a strong positive correlation between student engagement and academic success, retention, and overall student well-being. In the spring of 2025, NISN conducted an audit of the Native Lit curriculum for both Depth of Knowledge (DOK) and Universal Design for Learning (UDL) to both inform users and teacher designers and provide opportunities for adaptation and localization to meet the needs of their students and communities.

Norman Webb developed the Depth of Knowledge (DOK) framework in the late 1990's to categorize expectations and learning tasks according to the complexity of engagement required. It is important for educators to be aware of what makes a task complex vs difficult so that teachers can manage and adjust the rigor and or depth of their academic expectations of their students. (Webb, 2023)

Reference Articles:
 An Inside Look at Webb's Depth of Knowledge / **Using Webb's Depth of Knowledge to Increase Rigor**

Level ONE - (Recall)
Arrange • Calculate • Draw • Identify • Tell • Recognize • Illustrate • Label • List • Measure • Match • Memorize • Name • Recall • Quote • Recite • Who, What, When, Where, Why • Tabulate • Define • State • Repeat • Report • Use

17%

Level TWO - (Skill/Concept)
Categorize • Cause/Effect • Classify • Construct • Distinguish • Identify Patterns • Interpret • Collect/Display • Compare • Summarize • Estimate • Make Observations • Use Context Clues • Organize • Graph • Relate • Predict • Infer • Modify • Show • Separate • Infer

31%

Describe
Explain
Interpret

Level FOUR - (Extended Thinking)
Design • Connect • Prove • Synthesize • Critique • Design • Connect • Analyze • Create

14%

Level THREE - (Strategic Thinking)
Formulate • Apprise • Assess • Revise • Draw Conclusions • Construct • Develop a Logical Argument • Critique • Explain Phenomena in Terms of Concepts • Revise • Investigate • Cite Evidence • Compare • Differentiate • Use Concepts to Solve Non-Routine Problems • Hypothesize

38%

The Universal Design for Learning Guidelines

What is UDL?

The UDL Guidelines are a tool used in the implementation of **Universal Design for Learning**, a framework developed by **CAST** to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. **The goal of UDL** is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The new iteration of the UDL Guidelines responds to a strong call from the field—both practitioners and researchers alike—to address critical barriers rooted in biases and systems of exclusion for learners with and without disabilities.

Citation: udlguidelines.cast.org

UDL Guidelines

Design Multiple Means of **Engagement**	Design Multiple Means of **Representation**	Design Multiple Means of **Action & Expression**
Design Options for Welcoming Interests & Identities	**Design Options for Perception**	**Design Options for Interaction**
Access • Optimize choice and autonomy • Optimize relevance, value, and authenticity • Nurture joy and play • Address biases, threats, and distractions	• Support opportunities to customize the display of information • Support multiple ways to perceive information • Represent a diversity of perspectives and identities in authentic ways	• Vary and honor the methods for response, navigation, and movement • Optimize access to accessible materials and assistive and accessible technologies and tools
Design Options for Sustaining Effort & Persistence	**Design Options for Language & Symbols**	**Design Options for Expression & Communication**
Support • Clarify the meaning and purpose of goals • Optimize challenge and support • Foster collaboration, interdependence, and collective learning • Foster belonging and community • Offer action-oriented feedback	• Clarify vocabulary, symbols, and language structures • Support decoding of text, mathematical notation, and symbols • Cultivate understanding and respect across languages and dialects • Address biases in the use of language and symbols • Illustrate through multiple media	• Use multiple media for communication • Use multiple tools for construction, composition, and creativity • Build fluencies with graduated support for practice and performance • Address biases related to modes of expression and communication
Design Options for Emotional Capacity	**Design Options for Building Knowledge**	**Design Options for Strategy Development**
Executive Function • Recognize expectations, beliefs, and motivations • Develop awareness of self and others • Promote individual and collective reflection • Cultivate empathy and restorative practices	• Connect prior knowledge to new learning • Highlight and explore patterns, critical features, big ideas, and relationships • Cultivate multiple ways of knowing and making meaning • Maximize transfer and generalization	• Set meaningful goals • Anticipate and plan for challenges • Organize information and resources • Enhance capacity for monitoring progress • Challenge exclusionary practices

Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author

UNIT LESSONS - UDL

Design Multiple Means of **Engagement**	Design Multiple Means of **Representation**	Design Multiple Means of **Action & Expression**
Design Options for **Welcoming Interests & Identities**	Design Options for **Perception**	Design Options for **Interaction**
Lessons: 1, 2, 3, 6, 9, 10, 11, 12, 13, 14, 15, 16	Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	Lessons: 2, 3, 4, 5, 6, 7, 11, 14
Design Options for **Sustaining Effort & Persistence**	Design Options for **Language & Symbols**	Design Options for **Expression & Communication**
Lessons: 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16	Lessons: 1, 3, 4, 6, 7, 8, 9, 10, 13	Lessons: 1, 2, 3, 4, 7, 8, 9, 14, 16
Design Options for **Emotional Capacity**	Design Options for **Building Knowledge**	Design Options for **Strategy Development**
Lessons: 1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Lessons: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16	Lessons: 14, 17

(Row labels on left: Access, Support, Executive Function)

Teacher Tip:
- Anytime there is reading, include Text to Speech (UDL area of Interaction: 4)
- Set meaningful goals for each lesson(s) to further develop UDL area of Strategy Development: 6
- Continually using and referring back to Anchor Charts engages students in building upon prior knowledge and making connections to new learning UDL area of Expression and Communication: 5

UNIT 1 - ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn the basic elements of a rhetorical situation (exigence, audience, writer, purpose, context, and message), so that in the long-run, on their own, they will be able to make writerly choices in response to a given rhetorical situation.
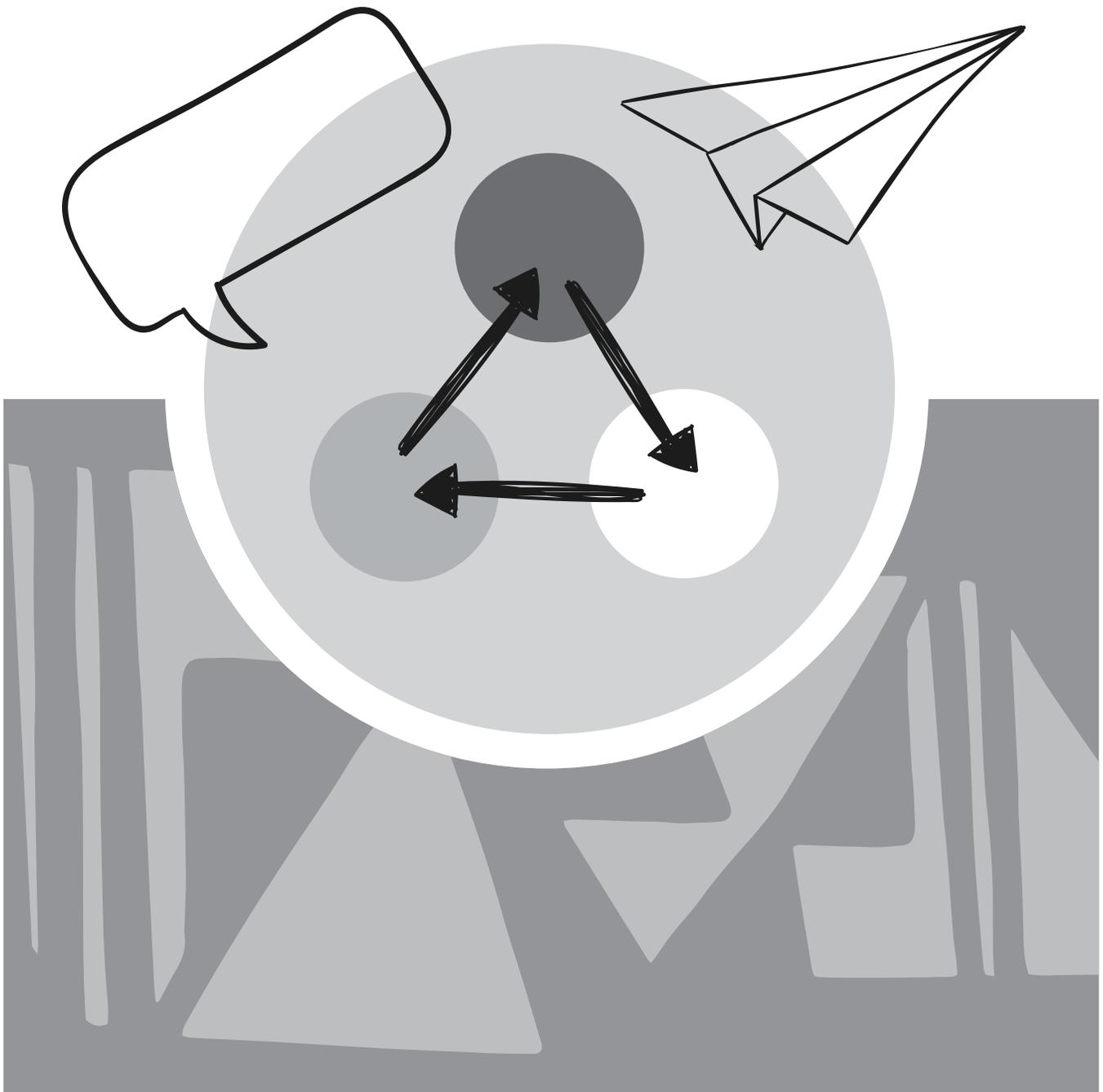
Performance Assessment

☝ **USE GRASPS**

Goal:	You are applying to college and will write a personal narrative as part of your application packet.
Role:	College applicant.
Audience:	College admissions committee.
Scenario:	The college admissions committee reads your high school transcript and a list of your activities and accomplishments. But these documents offer a very limited view of who you are as a student and what you might contribute to your new school. After drafting your personal narrative, you will participate in peer review with your classmates. You will then revise your personal narrative and write a reflective cover letter addressed to your teacher that describes how you made writerly choices for the rhetorical situation of your personal narrative, including how you responded to feedback from your peers. Your cover letter will also compare and contrast this introduction with the one written for your classmates at the beginning of the unit and how you made writerly choices to respond to the two rhetorical situations.
Product:	• 500-650 word personal narrative AND • 250-500 word reflective cover letter addressed to your teacher
Standards:	☝ **See Appendix page 26**

UNIT 1 - SCOPE + SEQUENCE

LESSON 1

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Brief mini lesson/lecture defining the components of the rhetorical situation (writer, exigence, context, audience, message, purpose), with focus on concept of using the rhetorical situation as a tool to understand and engage in critical awareness of the historical or cultural context of an argument.
 SPACE (cat) rhetorical situation Google Slides

Assign rough draft with key questions:
– What are the particular circumstances of the context in which you write?
– What is your audience's knowledge, beliefs and perspective regarding introductions?
– What is your relationship to the audience, and how do you want the audience to perceive you?
– What do you want your introduction to accomplish?

Lesson Question(s):
• Who or what is the writer, audience, message, purpose, context that comprise the rhetorical situation?

 Key Equity Terms
• Culture
• Intersectionality

Anchor Standards:

Reading: Informational	**AP Skill:** Identify/describe components of the rhetorical situation: Writer • Exigence • Context • Audience • Message • Purpose(s)
Writing	**AP Skill:** Write introductions appropriate to the purpose and context of the rhetorical situation.

Embedded Assessment(s)

Rough draft: Introduce yourself to your classmates using your understanding of the rhetorical situation.

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Review one rough draft of an introduction from a student volunteer with the whole class, focusing on key questions about the rhetorical situation as well as Lesson Question #1. Then in groups of 3, go through the same review process with a teacher model introduction. For the third and final review, each group of 3 exchanges their drafts with each other; the readers share, the writer remains silent and documents "evidence" (notes feedback). After each student's draft is reviewed, students reflect on their drafts with Lesson Question #2.

Lesson Question(s):
- Did your readers understand your purpose and message?
- How effective was your introduction (claim) and how do you know (evidence)?

Key Equity Terms
- Intersectionality
- Racial
- Ethnic Identity

Anchor Standards:

Reading: Informational	**AP Skill:** Creating reflective writing.
Writing	**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.

Embedded Assessment(s)

Reflection: Focus on student awareness and quality of the reflection as opposed to how much their peers understood about them.

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Guided reading of Adichie's "The Writing Life" using digital annotation (hypothes.is) or a doc camera; teacher provides evidence for rhetorical situation in annotations. In pairs, students use the annotations from the guided reading to complete a modified rhetorical situation graphic organizer.

👆 **"The Writing Life"**

Lesson Question(s):
- What are the components of the rhetorical situation?
- What provoked or inspired Adichie to write this essay?
- How does Adichie consider the rhetorical situation when crafting her message?

👆 **Key Equity Terms**
- Implicit Bias

Anchor Standards:

Reading: Informational	**AP Skill:** 1.A Reading – Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
	👆 **CCSS.ELA-LITERACY.RI.11-12.10**
	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.

Embedded Assessment(s)

👆 **SPACE graphic organizer**

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Guided reading for the first 5 (of 29) pages of Thomas King's "You'll Never Believe What Happened Is Always a Great Way to Start," students read/annotate in small groups for next 5 pages, complete rhetorical situation graphic organizer.

Lesson Question(s):
- How does the author anticipate and address the audience's values, beliefs, needs, and background particularly as they relate to the subject of the argument?

✋ Key Equity Terms
- Decolonization

Anchor Standards:

Reading: Informational	**AP Skill:** Explain how an argument demonstrates understanding of an audience's beliefs, values and needs.

Embedded Assessment(s)

✋ **SPACE graphic organizer**

Lesson Narrative:

Suggested Timeframe: 2-45 minute class

Mini-lesson:
Pre-teach content vocabulary (claims and evidence). Guided reading from pages 10-20, focusing on annotating claims and a variety of evidence types. Students read the last 9 pages individually and complete a claim/evidence graphic organizer.

Lesson Question(s):
- What claim does the writer attempt to defend?
- What kind of evidence does the writer use to defend their claim? (e.g. facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments)

👆**Key Equity Terms**
- Cultural White Privilege

Anchor Standards:

Reading: Informational	**AP Skill:** Identify and explain claims and evidence within an argument.

Embedded Assessment(s)

👆**Claims and Evidence graphic organizer**

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Pre-teach content vocab (thesis). Identify King's thesis on page 2 - "The truth about stories is that that's all we are." Students answer the prompt: to what extent do you agree with King's thesis? Students respond with a claim and two different types of evidence to support their claim. Students complete 2 of 3 columns in a graphic organizer: What type of evidence did you use? What was the intended effect of that type of evidence on the audience? The third column, Peer Review, leave blank.

Lesson Question(s):
- See Lesson Narrative

🖞 **Key Equity Terms**
- Culture

Anchor Standards:

Reading: Informational	**AP Skill:** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
Writing	**AP Skill:** Develop a paragraph that includes a claim and evidence supporting that claim.

Embedded Assessment(s)

- Paragraph with claim and two different types of evidence
- Reflection graphic organizer

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Part 1: In pairs, students annotate each other's paragraphs and identify the claim and types of evidence. Students complete the third column, answering the question, to what extent did the evidence the writer chose have the intended effect?
Part 2: Back in whole group, deliberate discussion/connection between rhetorical situation and claims and evidence.

Lesson Question(s):
- How does King's choice of evidence reflect his rhetorical situation and advance his purpose?

👆 Key Equity Terms
- Culture

Anchor Standards:

Reading: Informational	**AP Skill:** Explain how an argument demonstrates understanding of an audience's beliefs, values and needs.

Embedded Assessment(s)

- Paragraph with claim and two different types of evidence
- Reflection graphic organizer

LESSON 8

Lesson Narrative:

Suggested Timeframe: 2-45 minute class

Mini-lesson:
Over two class periods, students independently analyze Alexie's "The Joy of Reading and Writing: Superman and Me" for rhetorical situations and claims and evidence using the process modeled in the previous 5 lessons.

Lesson Question(s):
- How does Alexie's choice of evidence reflect his rhetorical situation and advance his purpose?

 Key Equity Terms
- Intersectionality (race/class)
- Microaggression? (teacher behavior?)

Anchor Standards:

Reading: Informational	**AP Skill:** 1.A Reading – Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
	Explain how an argument demonstrates understanding of an audience's beliefs, values and needs.

Embedded Assessment(s)

- Annotation of Alexie text
- W.E.C.A.M.P. graphic organizer
- Claims and evidence graphic organizer
- Paragraph response to lesson question

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
As a class, compare and contrast Adichie's and Alexie's experiences with becoming writers, focusing on the ways in which race (culture, ethnicity), class and gender intersect.

Lesson Question(s):
- What is it like to be a student at your school?
- What do you envision for yourself as an Indigenous scholar in college?

Key Equity Terms
- Intersectionality
- Institutional Racism

Anchor Standards:

Reading: Informational	**CCSS.ELA-LITERACY.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Writing	**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.

Embedded Assessment(s)

- Venn Diagram: Adichie/Alexie
- Venn Diagram: high school student experience (current)/college student experience (anticipated)

Lesson Narrative:

Suggested Timeframe: 2-45 minute class

Mini-lesson:
Pre-teach content vocabulary (appeals). As students transition their thinking to higher education, introduce the personal narrative performance task. As a whole class, students will read/annotate/ analyze AG's exemplar personal narrative through the lens of argument, focusing on shift in audience.

Lesson Question(s):
- Who is the intended audience?
- What is assumed about the audience's values, beliefs, needs and background, particularly as they relate to the subject of AG's argument?
- In her argument, how does she seek to persuade or motivate action through appeals (modes of persuasion)?

Key Equity Terms
- Intersectionality

Anchor Standards:

Reading: Informational	**AP Skill:** Demonstrate an understanding of an audience's beliefs, values, or needs.
	CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Embedded Assessment(s)

Joliffe's Rhetorical Framework graphic organizer

LESSON 11

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Provide students with a list of Common App prompts to review, noting that while students love the Topic of Choice, describing a time when a student challenged an idea/belief is more popular with admission committees. Have students freewrite on the prompts that interest them, then break out into small groups for discussion based on prompt choice. Students will discuss their choice, as well as brainstorm a list of relevant experiences they might draw from to use as evidence.

Lesson Question(s):
- Which prompt are you immediately drawn to and why?

Key Equity Terms
- Intersectionality

Anchor Standards:

Writing	**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.

Embedded Assessment(s)

Exit ticket: proposal - prompt chosen and 2-3 pieces of evidence student might use.

Lesson Narrative:

Suggested Timeframe: 2-45 minute class

Mini-lesson:
In two class periods, students will type a rough draft (500-650 words) of their personal narrative.

Lesson Question(s):
- How will you represent yourself to a college admissions committee?

Key Equity Terms
- Intersectionality

Anchor Standards:

Writing	AP Skill: 6.C Writing – Use appropriate methods of development to advance an argument.
	CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	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.

Embedded Assessment(s)

500-650 word rough draft of personal essay for college admissions committee.

Lesson Narrative:

Suggested Timeframe: 2-45 minute class

Mini-lesson:
Students peer review rough drafts in groups of three, annotating each others' documents for revision (not editing) in Google Docs. The following questions might be used to guide students' annotations:
- ***How does the writing address a specific audience?***
  - How is the writing situated in relation to an ongoing academic conversation?
  - How does the writing use specific word choice to address the audience?
- ***How does the writing meet the demands of this particular genre?***
  - What rhetorical strategies does the author use that are appropriate to the genre and situation?
  - What rhetorical strategies might the author try that are appropriate to the genre and situation?
- ***How does the writing construct a complex and persuasive argument?***
  - How clear is the central argument or thesis? What do you believe the central argument is?
  - How does the writing respond to counter-arguments or potential resistance?
- ***How does the writing analyze and examine evidence in support of the argument?***
  - What specific details or evidence best support the central argument?
  - What other specific details or evidence might also support the central argument?
- ***How does the writing strategically organize the argument?***
  - How does the writing transition between paragraphs?
  - How does the writing transition within paragraphs?

Lesson Question(s):
- How persuasively have my peers represented themselves to a college admissions committee?

Key Equity Terms
- Intersectionality

Anchor Standards:

Reading: Informational	**AP Skill:** 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
	CCSS.ELA-LITERACY.RI.11-12.6
	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing	🔗 **CCSS.ELA-LITERACY.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 🔗 **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.

Embedded Assessment(s)

Peer annotation of rough drafts.

LESSON 14

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Students meet in the same groups of 3 and use the critique protocol and guiding principles (be kind, be helpful, be specific) to offer specific suggestions for revision. Encourage students to focus on how well the content and rhetorical choices address the audience's needs, rather than minor editing concerns. After a round of critique for each student's essay, students synthesize the feedback from their peers and create a revision plan for the final draft. The revision plan should include 2-3 goals revision (i.e., adding detail to a specific section, altering the organization, removing unnecessary section). Students also should reflect on what strategies they might use to meet those goals and indicate if they need additional assistance.

Lesson Question(s):
- How can I revise my draft to better address my audience's beliefs, values, and needs?

Key Equity Terms
- Intersectionality

Anchor Standards:

Reading: Informational	**AP Skill:** 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
	CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	**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.

Speaking and Listening	**CCSS.ELA-LITERACY.SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Embedded Assessment(s)

Specific revision plan which includes 2-3 goals for revision and strategies for accomplishing those goals (1 paragraph).

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Students should begin by reviewing their revision plans while the teacher checks in with students who requested assistance. Students work on revising their draft, using track changes in Google Docs.

Lesson Question(s):
- How can I revise my draft to better address my audience's beliefs, values, and needs?

Anchor Standards:

Writing	🖱 **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.
Language	🖱 **CCSS.ELA-LITERACY.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.

Embedded Assessment(s)

Evidence of tracked changes in Google Docs.

LESSON 16

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Students edit for precision, paying attention to accuracy in grammar, punctuation, spelling and capitalization. Students should first use the word processor spelling and grammar check to identify and correct potential errors. Then, students should ask one or more partners to edit their draft. Finally, students will record themselves reading aloud their essay, making any edits necessary.

Lesson Question(s):
- How can I strategically edit my writing to make my message clear to my audience?

Anchor Standards:

Writing	**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.
Language	**CCSS.ELA-LITERACY.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Embedded Assessment(s)

- Recording of student reading their draft out loud before submitting final draft.
- Final draft.

Lesson Narrative:

Suggested Timeframe: 1-45 minute class

Mini-lesson:
Students write a reflective cover letter addressed to the teacher. Reflective cover letters should address the questions below:

Successes and Opportunities for Growth
Considering the needs, beliefs, and values of your audience:
- What worked well?
  - Why? How?
  - What specific examples can you provide?
- Where can you continue to grow?
  - Why? How?
  - What specific examples can you provide?

Revision
How and where did you use feedback from your peers or the feedback you gave your peers to revise your writing?

Long-term Writing Goals
In what ways did writing this essay help you to meet one or more of your long-term writing goals?
Based on your work in this essay, what, if any, are your new writing goals?
As you continue working toward your goals, what specific actions will you take?

Shaping Teacher Feedback
Describe one aspect of your personal essay on which you would like your teacher to focus her feedback.

Lesson Question(s):
- How effectively did my writing strategies help me to meet my writing goals?
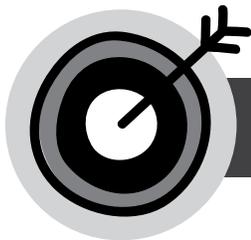
Anchor Standards:

Reading: Informational	**AP Skill:** 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
	CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing	☝ **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.11-12.6** 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.

Embedded Assessment(s)

Reflective cover letter.

Anchor Standards

 English Language Arts Anchor Standards

As the NISN Curriculum was developed, Teacher Designers aligned content utilizing the Common Core State Standards (CCSS). As an open source document, we recognize that as a user, you may not reside where CCSS are utilized. Please utilize the language from the CCSS below to find alignment with the teaching standards for your local area or consult your state's crosswalk documents aligned to the CCSS.

Reading: Informational	**CCSS.ELA-LITERACY.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	**CCSS.ELA-LITERACY.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Speaking and Listening	**CCSS.ELA-LITERACY.SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Language	**CCSS.ELA-LITERACY.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.

Designers Positionality Statement

EMILY BEENEN is a white, cisgender woman from the Midwest who has been teaching at the Native American Community Academy for 15 years. She chose to apply to this particular school because she wanted to be a part of an educational system that was progressive and student focused. Her position is that of a white ally that advocates for the mission and vision of the school, which is to provide culturally appropriate curriculum that privileges the voices of Indigenous people, to prepare students with the critical skills needed for the rigor and expectation of higher education (while acknowledging the institutionalized racism of this system) and to create an environment that supports students' holistic wellness.

MICHELLE SPROUSE is a white, cisgender, heterosexual woman from the Midwest. She began her teaching career on the Navajo Nation in 2004 and later taught for nine years at the Native American Community Academy in Albuquerque, New Mexico. She is currently a doctoral candidate at the University of Michigan where she studies English and Education. Michelle seeks ways for her students to develop literacy skills as they actively participate in on-going public conversations.

Emily and Michelle draw on their experiences as women in a patriarchal society to develop empathy for others in marginalized positions while recognizing that their white privilege shapes their world views and teaching. Both value reading and teaching diverse literatures to better understand and address the needs of their students and their communities.

The curricular framework of this course is based on the AP Language & Composition Course; however, the designers seek to center the voices of historically marginalized people rather than a traditional Western Canon as texts worthy of rigorous study. While the skills addressed in this curriculum would prepare students for the AP Language & Composition exam, the designers' primary goal is to cultivate the reading and writing skills for college success and realizing social justice.

The designers want to acknowledge the paradoxical tension that cannot be fully resolved; we are promoting and advocating for a culturally appropriate curriculum that is aligned to the standards and assessments of an inherently racist educational system. We are attempting to operate from a place that is strengths-based and values the contributions students can make to undermine oppressive systems and create a new world order.

NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer's curriculum for financial profit.