



English 11 Honors

Course Information

Grade(s):	11
Discipline/Course:	English
Course Title:	English 11 Honors
Prerequisite(s):	English 10 College Prep or 10 Honors
Course Description: <i>Program of Studies</i>	<p>English 11 Honors will provide students opportunities to study American literature and consider how lives have been shaped by the American experience. Students will apply varied strategies including inquiry, collaboration, and analysis to interpret, evaluate, and synthesize ideas across increasingly sophisticated texts. One such text which all students in this course will read is <i>The Great Gatsby</i> by F. Scott Fitzgerald. This course focuses on deepening students’ academic responses to texts while considering the perspectives of history and culture as they consider the assumptions within texts and within their own thinking. Students will engage in varied performance tasks including seminar discussions and research experiences. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p> <p>Honors-Level courses are similar to College Preparatory courses by design, yet require students to explore topics and concepts more deeply and analyze texts and information that are beyond grade level expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication and in order to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.</p> <p>Students in English 11 Honors will read at least six of the books on the list of resources, and at least one of</p>

	<p>these texts will be used in each of the four thematic units. At least four of the six required texts will be from the challenging text band for a total of six assured major reading experiences.</p>
<p>Course Essential Questions:</p>	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● How does language work? ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
<p>Course Enduring Understandings:</p>	<ul style="list-style-type: none"> ● I shape and define my identity through interactions with others as well as the stories and artifacts of society. ● Change is the only way to progress. ● Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress. ● When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information. ● Human relationships are what keep us tethered to the world and encourage us to abide by the social contract. ● People need a community to feel safe and happy; communities are essential for human progress. ● Stories contain all of human endeavors and challenges; they reveal what is important to a group or community. ● If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing.

	<ul style="list-style-type: none"> ● Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly. ● To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me. ● skilled readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand. ● Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant. ● I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.
Duration: Credit:	One Year 1 credit
Course Materials/Resources:	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Each year, teachers of this course will identify an additional common text to be read by all students.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Synthesizing and Evaluating ● Conveying Ideas
Year at a Glance (Units)	<ul style="list-style-type: none"> ● The Portfolio <ul style="list-style-type: none"> ○ How has my writing voice grown, evolved, and developed? ○ How has my reading interpretive ability grown, evolved, and developed? ○ How have I grown, evolved, and developed in my ability to collaborate in discussion to deepen my understanding? ● Unit 1: What is American Culture? ● Unit 2: What is the Relationship Between Individual Freedom and Social Responsibility in America?

- Unit 3: How is Writing Used to Challenge or Reinforce Societal Values, Particularly Those Related to Our Founding Principles of Freedom and Equality?
- Unit 4: How has the Idea of the American Dream Evolved over Time, and how has it Shaped our Society?

Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

Challenging Texts

Between the World and Me by Ta-Nehisi Coates (21st century American memoir)
Caste: The Origins of Our Discontents by Isabel Wilkerson (21st century American non-fiction)
Evicted: Poverty and Profit in the American City by Matthew Desmond (21st century American non-fiction)
The Adventures of Huckleberry Finn by Mark Twain (19th century American novel)
The Woman Warrior by Maxine Hong Kingston (20th century American novel)
Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (19th century American memoir)
Reservation Blues by Sherman Alexie (20th century American novel)
Slouching Toward Bethlehem by Joan Didion (20th century American non-fiction)
Sula by Toni Morrison (20th century American novel)
The Awakening, by Kate Chopin (19th century American novel)
Walden and Civil Disobedience by Henry David Thoreau (19th century American nonfiction)
The Bluest Eye by Toni Morrison (20th century American novel)
The Catcher in the Rye by J. D. Salinger (20th century American novel)
The Great Gatsby by F. Scott Fitzgerald (20th century American novel)
The Scarlet Letter by Nathaniel Hawthorne (19th century American novel)

Grade Level Texts

A Streetcar Named Desire by Tennessee Williams (20th century American drama)

Death of a Salesman by Arthur Miller (20th century American drama)
Dreaming in Indian: Contemporary Native American Voices edited by Lisa Charleyboy and Mary Beth Leatherdale (20th century American anthology)
Educated by Tara Westover (21st century American memoir)
Fences by August Wilson (20th century American drama)
Interpreter of Maladies by Jhumpa Lahiri (20th century American novel)
Kindred by Octavia Butler (20th century American novel)
Passing by Nella Larsen (20th century American novel)
The Crucible by Arthur Miller (20th century American drama)
The Hate U Give by Angie Thomas (21st century American novel)
The Glass Castle by Jeannette Walls (21st century American memoir)
The Nickel Boys by Colson Whitehead (21st century American novel)
The Things They Carried by Tim O’Brien (20th century American novel)
The Underground Railroad by Colson Whitehead (21st century American novel)
A Yellow Raft in Blue Water by Michael Dorris (20th century American novel)
When the Emperor was Divine by Julie Otsuka (20th century American novel)
The Absolutely True Diary of a Part-Time Indian by Sherman Alexie (21st century Native American novel)
Common Sense by Thomas Paine (18th century American nonfiction)

Text Types

The following are text expectations from the grades 11-12 CCR text complexity band of the Common Core State Standards:

- 18th-century American literature
- 19th-century American fiction
- 20th-century American fiction
- 20th-century American drama
- high-quality contemporary work
- seminal U.S. documents
- texts from historically marginalized perspectives
- novels
- short fiction

- poetry
- nonfiction (informational texts, literary criticism, and literary nonfiction)
- audio/visual texts

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR
- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Year
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of

	<p>district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
<p>Standard(s):</p>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>Writing</p> <p>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.</p> <p>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.</p> <p>W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its</p>

significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.)

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.

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.

Language

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2.a Observe hyphenation conventions.</p> <p>L.11-12.2.b Spell correctly.</p> <p>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.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.

	<ul style="list-style-type: none"> ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking

Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ● Use a colon to introduce a list or quotation. ● 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.
-----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Number and Title:	Unit 1: What is American Culture?
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Educated</i> by Tara Westover ● <i>Kindred</i> by Octavia Butler ● <i>Fences</i> by August Wilson ● Additional short texts of various text types (i.e., poetry by Phillis Wheatley, excerpts by Thomas Paine)
Unit Overview:	<p>This unit explores the concept that students are both shaped by American culture and possess the power to influence and change it. Through collaboration, discussion, debate, small group activities, active reading, cultural analysis, and writing in different forms, students will investigate the possibilities and perils of the American paradox while understanding the uniqueness of the American experiment. Over the duration of this unit, students will explore the phenomenon that American culture is not one thing, nor is it static. Rather, American culture is a dynamic, evolving manifestation of the diversity and background of the millions of people living in the country.</p> <p>Students will be exposed to a wide variety of different American voices, perspectives, and types of texts in order to experience the rich diversity and complexity of the American experience, and they will conduct research using reputable sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, and examine and reconcile the contradictions found. Students will encounter literature, short fiction, essays, poems, visual texts, and other artifacts on their initial journey exploring what it means to live in the United States of America today.</p> <p>During this unit, students will engage in varied writing and multimodal opportunities, employ the</p>

	<p>writing process, and create at least two pieces of writing/multimodal projects that could be used as components of their portfolios. Students will use their writing experiences to reflect upon and analyze the complexity of contradictory nature of American culture. In their writing and creations, students will synthesize the multiple text sources they encounter in order to develop and express their own opinions about the American experience today.</p>
<p>Standards:</p>	<p>Reading</p> <p>RL & RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p>RL.11-12.5 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>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p>Writing</p> <p>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</p> <p>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</p> <p>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.)</p>

	<p>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</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What is American culture? ● In a culture where we are bombarded with media that cultivates unrealistic expectations, how does a person form an identity that remains true and authentic for themselves? ● How is our understanding of American culture and society constructed through and by language and images? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● American culture is complex, diverse, and paradoxical. ● Individuals must critically navigate the societal pressures of mass media and pursue self-reliance. ● American culture is constructed, in part, through language and images disseminated through mass-media, social media, and socialization. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Multiple themes ● Common understanding and definition of American culture ● Literary elements and techniques ● Figurative language (e.g., satire, sarcasm, irony, or understatement) ● Paradox 	<ul style="list-style-type: none"> ● Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed ● Interpret information that is implied in a text ● Select and organize relevant information from text to summarize ● Analyze and evaluate themes and connections that cross cultures ● Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues
Writing	<ul style="list-style-type: none"> ● The concept of synthesis ● The importance of developing and strengthening writing through process 	<ul style="list-style-type: none"> ● Introduce and organize complex ideas, concepts, and information. ● Adapt expression to a variety of contexts and tasks. ● Use technology appropriately for research.
Speaking & Listening	<ul style="list-style-type: none"> ● Presentation skills ● Technology to enhance presentations ● Audience and purpose 	<ul style="list-style-type: none"> ● Present information, findings, and supporting evidence. ● Make strategic use of digital media in presentations.

Unit Number and Title:	Unit 2: What is the Relationship Between Individual Freedom and Social Responsibility in America?
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Glass Castle</i> by Jeannette Walls ● <i>The Scarlet Letter</i> by Nathaniel Hawthorne ● <i>The Crucible</i> by Arthur Miller ● <i>The Things They Carried</i> by Tim O’Brien ● <i>Kindred</i> by Octavia Butler ● <i>A Streetcar Named Desire</i> by Tennessee Williams ● Additional short texts of various text types
Unit Overview:	<p>In this unit, students will explore the complicated, variable relationship between individual freedom and social responsibility in the United States. Students will explore and analyze the concept of an “individual” as both an ideal lived experience informed by their observations, interactions, and their practical knowledge of living in this country. Students, through collaboration, discussion, and debate, will consider how individuals can reconcile being both independent and contributing members of American society alongside hundreds of millions of other individuals trying to do the same. The idealized promise of American individuality is intertwined with the pragmatic necessity of a successful American community.</p> <p>Students will critically analyze a wide variety of diverse American texts, both literary and informational, to compare and examine the different ways to define what it means to be an individual in the United States and to what extent those individuals are beholden to the larger American community. By the end of the unit, students will be able to articulate their understanding of the paradox of the idealized promise of American individuality and the pragmatic necessity of adhering to American cultural norms.</p> <p>Students will engage in a variety of writing opportunities including a timed writing experience, in this</p>

	<p>unit. Students will create at least two pieces of writing/multimodal projects that could be used as components in their portfolios. Students will use their writing experiences to synthesize the various perspectives of the relationship between individual freedoms and social responsibilities in order to form, refine, and argue their own perspective. In their writing, students will develop, argue, and support their claims by synthesizing the multiple texts from varying perspectives they encountered in the unit of study.</p>
<p>Standard(s):</p>	<p>Reading</p> <p>RL.11-12.3 Analyze the 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>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.7 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>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</p> <p>Writing</p> <p>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>W.11-12.2b 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</p>

	<p>audience’s knowledge of the topic.</p> <p>W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.1d 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</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What is the relationship between individual freedom and social responsibility in America? ● What are the complexities of individualism and community in a diverse culture? ● What are our individual and societal responsibilities to future American generations?

Enduring Understanding(s):	<ul style="list-style-type: none"> • The relationship between individuality and social responsibility varies depending upon whether or not each individual’s beliefs are aligned with the dominant values of society. • American individualism, community, and culture are complex and paradoxical due to the diversity of the American people and the unique freedoms afforded to each person. • Individuals and American society are responsible for supporting and shaping future American generations because their decisions and actions directly impact subsequent generations. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Individual freedom • Social responsibility • Multiple themes • Rhetoric • Alternative or opposing perspectives • Foundational U.S. documents and seminal U.S. texts • Figures of speech (e.g., hyperbole, paradox) • Individualism • The Puritans 	<ul style="list-style-type: none"> • Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict. • Develop a critical stance and cite evidence to support the stance • Evaluate the validity of primary and secondary sources of information to authenticate research • Make, support, and defend judgments about texts
Writing	<ul style="list-style-type: none"> • Research and evaluation skills • Characteristics and structure of informative or explanatory writing • Steps in the writing process • Evaluation of textual evidence 	<ul style="list-style-type: none"> • Create a compelling, informative opening • Use varied and appropriate words, phrases, clauses, and syntax. • Synthesize comments, claims, and evidence made on all sides of an issue • Develop a thesis with distinct supporting ideas • Evaluate supporting evidence (both quality and quantity; block quotations)

Speaking & Listening	<ul style="list-style-type: none"> ● Presentation skills ● Technology to enhance presentations ● Audience and purpose ● Socratic method ● Active listening strategies ● Civil discourse strategies 	<ul style="list-style-type: none"> ● Collaborate in groups ● Actively listen to one another to participate with thoughtful, original, reasoned comments ● Communicate verbally effectively and positively ● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas ● Integrate multiple modalities to convey information in an original way
<p>Students will read at least one of the required texts and produce at least two portfolio pieces for this unit of study. These pieces will be assessed using common rubrics aligned with the Connecticut Common Core Writing Standards. For this unit, students will read at least one fiction work written by an American author and shorter contemporary and classic texts.</p>		

Unit Number and Title:	Unit 3: How Is Writing Used to Challenge or Reinforce Societal Values, Particularly Those Related to Our Founding Principles of Freedom and Equality?
Duration:	One quarter
Resources:	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Walden and Civil Disobedience</i> by Henry David Thoreau ● <i>The Awakening</i> by Kate Chopin ● <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass ● <i>The Adventures of Huckleberry Finn</i> by Mark Twain ● <i>The Bluest Eye</i>, by Toni Morrison ● <i>The Scarlet Letter</i>, by Nathaniel Hawthorne ● <i>When the Emperor was Divine</i>, by Julie Otsuka ● <i>The Things They Carried</i>, by Tim O’Brien ● <i>Death of a Salesman</i>, by Arthur Miller ● <i>The Catcher in the Rye</i>, by J. D. Salinger ● <i>Educated</i>, by Tara Westover ● <i>Fences</i>, by August Wilson ● <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie ● Additional short texts of various text types
Unit Overview:	<p>This unit explores how truth can be found in a divided America. In the age of “news you can choose,” “alternative facts,” and “truth is not truth,” what <i>is</i> truth and how does analyzing this question help Americans understand their world, their country, and themselves? Students will learn how bias and rhetoric affect their understanding of the world and how media, particularly social media, works to affect their perception and reality. They will also explore how people’s susceptibility to disinformation and misinformation, and how resistance to uncomfortable truths affects the individual, culture, and the country as a whole.</p>

	<p>Students will be exposed to a variety of supplemental materials in order to explore the question of truth in America, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the contradictions found in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including at least two that may be used as components of their portfolios. Students will be learning foundational rhetoric skills of persuasive writing, including appeals to ethos, logos, and pathos, as well as developing a strategy considering audience, purpose, and context. Students will learn how author’s craft, and devices like diction, syntax, imagery, and figurative language, help a writer more effectively argue their claims. They will apply this to their writing to develop, argue, and support a claim by synthesizing multiple texts from varying sources and persuading their audience.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>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.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>Writing</p>

	<p>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>W.11-12.2b 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.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.1b 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.</p> <p>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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How is writing used to challenge or reinforce societal values? ● How does writing reveal our founding principles? ● What do our writings reveal about our ideas regarding freedom and equality?

Enduring Understanding(s):	<ul style="list-style-type: none"> ● Writing both challenges and reinforces our societal values. ● Writing can reveal our founding principles through personal narratives, poetry, and seminal texts. ● Our writings emphasize our ongoing commitment to freedom and equality. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Relevant facts ● Points of view ● Precise language ● Literary devices ● Well-chosen details ● Rhetoric ● Conflict ● Audience ● Historical context 	<ul style="list-style-type: none"> ● Analyze the rhetoric of a text. ● Distinguish between fact and opinion. ● Analyze literary conventions and devices an author uses and how they contribute meaning and appeal. ● Evaluate the impact of language as related to audience and purpose. ● Analyze the meaning of words and phrases in context. ● Analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.
Writing	<ul style="list-style-type: none"> ● Characteristics and structure of argument writing ● Tone and style to meet audience and purpose ● Claims and counterclaims ● Textual evidence ● Citation expectations 	<ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters ● Use a tone and style appropriate to the audience and purpose of assignment ● Develop claim(s) and counterclaims fairly and thoroughly ● Develop a topic thoroughly by selecting the most significant and relevant textual

		<p>evidence</p> <ul style="list-style-type: none"> ● Determine what additional information or research is required to deepen the investigation or complete the task ● Cite textual evidence as support of an assertion
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> ● Discussion protocols and expectations ● Expansion of ideas 	<ul style="list-style-type: none"> ● Participate in collaborative discussions with peers ● Build on each other's ideas

Unit 4 Title:	Unit 4: How Has the Idea of the American Dream Evolved Over Time, and How Has it Shaped Our Society?
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie ● <i>The Great Gatsby</i> by F. Scott Fitzgerald (required read by all juniors) ● <i>The Glass Castle</i> by Jeannette Walls ● <i>Death of a Salesman</i> by Arthur Miller ● Additional short texts of various text types
Unit Overview:	<p>In this unit, students will explore the definition of the American Dream, what it is and what it is not, individually, collectively, ideally, and practically.</p> <p>The American Dream predates the United States and still appeals to people around the world; it is the foundation of the country and is the measure of success for countless people around the world. However, is the American Dream really accessible for everyone, is it only for a chosen few? This unit explores the concept of the enduring promise of the American Dream. Through collaboration, discussion and debate, students will evaluate contemporary and classic texts and convey their own understanding of what the American Dream is today.</p> <p>Students will be exposed to a variety of supplemental materials in order to explore the American Dream, and they will conduct research using valid sources about American current events to add depth and breadth to their scholarship. Students will independently and collaboratively read, critically analyze, and synthesize complex American texts, both literary and informational, to examine and reconcile the diverse and conflicting perspectives about the American Dream in American society.</p> <p>During this unit, students will engage in varied writing and multimodal activities, including a personal narrative writing experience, that may be used as a component of their final portfolios. Students will be</p>

	<p>learning, practicing, and implementing creative non-fiction writing techniques that would directly help students planning on attending college and who need to write a college essay, and the skills will help all learners write more clearly, vividly, and meaningfully. Students will engage with the following writing strategies and techniques: show vs. tell, attention to detail, zoom focus, sensory description, diction, syntax, imagery, figurative language, economy of language, authentic dialogue, interior monologue, juxtaposition, chronology and structure, and tone.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.3 Analyze the 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>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.5 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>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>Writing</p> <p>W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

	<p>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.</p> <p>W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a 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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • Why has the concept of the American Dream endured? • To what extent is the American Dream achievable? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • The American Dream endures because it provides potential for actualizing happiness, purpose, or fulfillment for Americans and people around the globe. • The American dream’s achievability depends upon the perspective of each individual and their personal relationship with the nation and its history. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● The American Dream themes and characteristics ● Author’s choices regarding structure, meaning, and aesthetic impact ● Comparison and contrast of ideas ● Historical context 	<ul style="list-style-type: none"> ● Identify the various conventions within a genre and apply this understanding to the evaluation of the text ● Explain and explore their own and others' aesthetic reactions to texts ● Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts
Writing	<ul style="list-style-type: none"> ● Narrative writing techniques, including dialogue, pacing, description, and reflection ● Precision of language ● Sensory language ● Sequence of events ● Effective grammar, usage, and mechanics 	<ul style="list-style-type: none"> ● Create a smooth progression of experiences or events. ● Use narrative techniques to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Employ correct grammar, usage, and mechanics
Speaking & Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations ● Socratic method ● Active listening strategies ● Civil discourse strategies 	<ul style="list-style-type: none"> ● Come to discussions prepared, having read and researched material under study, drawing on that preparation by referring to evidence from texts and other research ● Propel conversations by posing and responding to questions that probe reasoning and evidence ● Ensure a hearing for a full range of

		<p>positions on a topic or issue</p> <ul style="list-style-type: none">● Clarify, verify, or challenge ideas and conclusions● Promote divergent and creative perspectives● Respond thoughtfully to diverse perspectives
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------