

Revised August, 2021

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 11 / English 3 Honors
Length of Course: Full Year**

Course Description: Juniors read classic and contemporary works of American literature that examine the elusive nature of the American Dream. Related themes of individualism and self-reliance, the critical distinction between private illusion and public reality, and the understanding of self in society form the basis for continued student growth in active reading and listening, analytical and creative writing, persuasive speaking, and critical viewership. Students' understanding of our society and its history—and their ability to recognize and appreciate the difference and diversity of the population in terms of gender, age, social class, religion, race and ethnicity—are expanded as they read primary texts from across a wide demographic spectrum. Students study a broad range of print and nonprint texts to build an understanding of themselves and respect for the diverse cultures of the United States and the world; to develop and fine-tune an expanding repertoire of capacities for communicating with others in society; to respond to the needs and demands of the modern workplace; and for personal fulfillment. Emphasis on library and Internet research skills, media and technology integration, vocabulary enrichment, and the further development of a polished prose writing style prepares students for successful testing experiences and future academic study.

Students who have applied and been accepted to this honors program will read, write, speak about, and listen to material of a more sophisticated nature. The pace and depth of study will be rigorous.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: *Course Objectives/Content Statements*

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The ability to use Standard English effectively and purposefully is a powerful tool for communicating through writing, speaking and multimedia. Understanding the denotative and connotative associations of words improves one's ability to persuade, explain, or tell a story.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? • How do writers use context—both textual and topical—and subtext to convey meaning? • How do writers use symbolic language to both create and transcend cultural differences? • How do linguistic differences in culture and geography create barriers between people who share the same language?	• Effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose. • Carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message. • Writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use • Compelling writers use context and subtext to convey meaning and sway readers. • Speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and delineate hierarchies • Writers draw on regional and colloquial language to create, maintain, and destroy cultures, communities, and status.
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Students will:	Instructional Focus: • Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning • Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences • Use reference tools to build understandings of how change in language and syntax over time reflects larger socio-cultural patterns • Interpret and be able to make inferences about word choice to make claims about broader meanings • Grapple with and understand unfamiliar words using context clues • Understand and use literary terms and devices to close read texts. Sample Assessments:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. 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. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	1. Study vocabulary from Vocabulary Workbook. Students will be responsible for learning 80 new words per marking period and will be assessed with 2 quizzes and 1 test per marking period.
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- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative

- 2. Pull profound quotes from both nonfiction and fiction texts. Practice close reading skills by deciphering the important words, analyzing the deeper meaning and evaluating the author's purpose. Write an analytical body paragraph explaining the quote's significance.
- 3. Revise writing in Writing Workshop. Each week students will freewrite in class and then revise at home (add, subtract, change, correct). Revised work will be shared with peers for feedback. Students will hand in one finished piece per marking period that has been revised multiple times.
- 4. Students will learn to analyze poetry by understanding literary terms, and using literary vocabulary to comprehend how a writer uses language to create meaning.

Instructional Strategies:

Interdisciplinary Connections

- Vocabulary study will enhance fluency and understanding of multi-disciplinary texts.

Technology integration

- Use computer for revision and online critique groups for feedback.

Global Perspectives

- Examine how the language of the poems are culturally universal by selecting poems with global appeal.

Media Literacy Integration

- In both vocabulary study and analysis of language in fiction, non-fiction and poetry, examine the difference between the denotation and the connotation of words and show how writers use words to subtly communicate emotion, bias and sub-text.

Culturally Responsive Teaching

- Free choice of topics and direction for revision will allow for a wide range of styles and subjects reflecting the cultural diversity of the classroom.

meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	
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C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills 21st Century Themes (as applies to content area): ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

Reading Domain Anchor Statements:
Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. •
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course objectives / Content statements*

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The ability to read a variety of texts from a number of American literary movements and cultures with fluency and comprehension requires an understanding of the language of the nation's literary traditions and influences that have shaped it.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• What do readers do to understand a writer's purpose and meaning? • How does the language and word choice a writer uses reflect the period, region, culture and literary tradition in which it was written? • How do readers understand and evaluate a culture's literary heritage? • How do writers responsibly and effectively conduct research to develop and advance an argument or position? • How can readers explore historical texts without applying a modern bias?	• Good readers anticipate, question, visualize, summarize, and evaluate the content and structure of a work to understand the author's meaning and purpose. • Language and word choice affect our understanding of the period, region, culture and literary tradition in which a text was written. • Good readers compare, infer, synthesize, and make connections regarding content and style to understand a culture's literary traditions. • Researchers gather and critique information from different sources to develop and support an argument and persuade an audience. • Effective readers build schema about the socio-historical background of the text and the author's life. • Good readers make world, personal and text-to-text connections by incorporating emotions, knowledge, experiences and understanding to help evaluate, synthesize, and analyze difficult texts.
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Students will: RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.	Instructional Focus: • Assessing and applying reading strategies • Analyzing organizational structure • Comparing/Contrasting past literary traditions and contemporary writing • Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on contemporary American and global literary traditions. • Analyzing foundational documents for their historical and literary significance. • Identify common structures, vocabulary, and literary devices used by writers of a particular literary movement. • Compare American texts from different literary and historical periods to discuss how they reflect elements of a shared American culture over time. • Select works to support a research topic and demonstrate synthesis. Sample Assessments: Literary Movements through Great American Short Stories Unit: A survey approach to literary time periods. Instructional Strategies:

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

Interdisciplinary Connections

- Students identify the historical events and social conditions that influence the literature of the period.

Technology Integration

- Students can listen to NPR radio show, "Selected Shorts" and analyze based on literary movement.

Global Perspectives

- Students read from a variety of short works that reflect diverse cultural experiences.

Culturally Responsive Teaching

- Students will analyze short stories for cultural and gender issues. Unit includes a focus on short stories by women and short stories by African Americans.

Sample Assessments:

American Identity Project. Students will analyze American identity and culture through multiple mediums, genres and disciplines.

Instructional Strategies:

Interdisciplinary Connections

- Focus on American identity and culture through materials pulled from different disciplines (historical, cultural, scientific, athletic etc).

Technology Integration

- Create bulletin boards using visual images culled from the Internet.

Global Perspectives

- Students will interview their families to understand their cultural backgrounds specific to their countries of origin and circumstances surrounding their immigration to the United States. Family histories will be presented to the class.

Media Literacy Integration

- Students will find a persuasive media clip that presents an argument about what defines American Culture.

Culturally Responsive Teaching

- Students will learn about their own cultural heritage and the cultural heritage of classmates through research and presentation of family histories.

Instructional Focus:

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RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

- Examining the commonalities and conflicts between the visual and print media messages
- Comparing/contrasting how the techniques of three or more media sources affect the message
- Identifying and critiquing the forms and techniques used in various media

Sample Assessments:

Individualism Unit: Compare three texts (film, essay work of art/photography and/or podcast) directly related to the content of a work read in class on the theme of Individualism and Self-Reliance. Write a paper analyzing the messages communicated through these various forms.

Instructional Strategies:

Interdisciplinary Connections

- Brainstorm connections to other content areas (history, science, foreign affairs, politics, health) to help students focus paper topics.

Technology Integration

- Compile posts from online discussion forums pertaining to the selected topic. Present all or part of the final writing piece in an online media forum.

Global Perspectives

- Select topics and texts pertaining to relevant global issues.

Instructional Focus:

- Identifying and selecting media forms appropriate to viewer's/reader's purpose.
- Analyzing the effects of media presentations and the techniques to create them.

Sample Assessments:

The Great Gatsby: Incorporate visuals and music from the Internet into bulletin boards and class presentations to provide context on The Roaring 20s while reading *The Great Gatsby*.

Generate visual presentation rubrics for use in evaluating visual presentations.

Instructional Strategies:

Interdisciplinary Connections

- Compile various fine art photographs, and photographs of fashion, cars, architecture, and famous people of the time. Find and play music of the 20's. Students will also dress up and learn the Charleston to give a flavor of the buoyant

frenzy of the era, and watch a documentary on the period, such as sections of Ric Burns's *New York* documentary.

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	Technology Integration - Materials will be pulled from the Internet and iTunes. Students will also learn how to create a works cited to attribute non-print media: photos, music, interviews, radio programs, and film. Global Perspectives - Examine images and music from other countries during the 1920's to see how the era is distinctly American, and to examine how it was exported to other countries. Look at the American expatriate writers and artists (especially F. Scott Fitzgerald and Ernest Hemingway) who lived in Paris in the 1920's.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy - S.T.E.A.M.

Writing Domain Anchor Statements:
Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. •
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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.

Big Ideas: Course Objectives/Content Statements

Writing is the process of communicating a point of view that supports and advances a position for a variety of audiences and purposes.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• How do writers use the writing process to synthesize an argument? • How do writers develop and support a well-written position? • How do rules of language affect written communication? • How do writers develop a connection with and affect an audience through writing? • How do writers develop a style and distinct voice in their writing?	• Good writers define and refine their ideas through frequent and varied writing and revision. • Good writers apply a variety of forms and strategies to refine their ideas into an effective product supported by the thesis, content and organization of the writing. • Rules, conventions of language, help readers understand what is being communicated. • Good writers connect with readers by applying a variety of writing strategies that develop reader interest and which are suited to the writer's purpose. • Sophisticated writers take compositional risks with language and syntax to develop a style of their own.
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Students will: W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.	I. Instructional Focus • Engaging in the full writing process • Analyzing/revising writing • Excluding extraneous details • Using the computer and online tools as part of the writing process • Using graphic organizers in planning Sample Assessments: Students take part in Writing Workshop, which consists of a mini-lesson on a particular aspect of writing (multiple genres), free writing time, peer conferencing, and revision. Instructional Strategies: Interdisciplinary Connections • Students have the opportunity to write using any content they choose--historical, personal, scientific, etc. In addition, Students are encouraged to illustrate their work when appropriate (cartoons, graphic novels, children's books) or work entirely in a different genre (a cookbook for example). Technology Integration

- C. Use transitions (e.g., words, phrases, clauses) 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.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 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.
- 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.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex

- Students can use on-line critique groups to share their work and get feedback from peers.

Global Perspectives

- Models for writing will be chosen from global writers to show both universality and stylistic difference.

Instructional Focus:

- Establishing goals
- Drafting an original thesis
- Using secondary sources
- Foreseeing readers' (listeners') needs
- Analyzing argument

Sample Assessments:

Students will create a research-based paper on a classic American Novel. Activities include: Creating an original thesis, researching literary criticism, drafting, revising, peer editing.

Instructional Strategies:

Interdisciplinary Connections:

- Literary Criticism draws on other disciplines and cultural influences such as feminism, psychoanalysis, Marxism, New Historicism, gender studies etc.

Technology Integration:

- Students will use library databases for research and computers for drafting and editing.

Global Perspectives:

- Sources are international and provide a global perspective on classics in American Literature.

Media Literacy Integration

- Students will do a meta-analysis of sources in order to understand the political agendas behind postmodern literary criticism.

Culturally Responsive Teaching

- Unit is based on choice of novel, thesis and topic allowing for individual expression and responsiveness to student interest and background.

ideas and concepts. D. Use precise language, domain-specific vocabulary, and	
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techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. 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; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and

strengthen writing as needed by planning, revising,	
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editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. 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. 🌱 W.SE.11–12.6. 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 (MLA or APA Style Manuals). W.RW.11–12.7. 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.	
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
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**Speaking and Listening Anchor Statements:
Flexible communication and collaboration**

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Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas: *Course Objectives/Content Statements*

The ability to express one's ideas clearly and concisely through both discussion and rhetorical speaking is necessary for communicating, thinking, and learning.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• How does understanding multiple points of view help strengthen an argument? • In what ways do discussion groups come to understand a text? • How does understanding the use of rhetorical language and devices improve one's oral communication? • How does a speaker choose and refine an organizational strategy to suit the audience and purpose? • How can one learn to listen? • How does a listener understand a message? • How does being an effective listener strengthen speaking abilities?	• Participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas. • Questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works. • Use of rhetorical devices can influence a speaker's audience. • A speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized. • There is a difference between the act of hearing and the act of listening to ensure comprehension. • Listening, as opposed to hearing, involves empathy and seeing multiple perspectives. • A listener comprehends a message by interpreting both text and subtext and by evaluating the content and purpose.
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Students will:	Instructional Focus: • Selecting a poem • Interpreting the poem (language and meaning) • Memorizing the poem • Speaking for dramatization • Using a rubric to self-evaluate • Listening to and evaluating peers
SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others'	

ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 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.

SL.II.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.

SL.ES.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.

SL.PI.11–12.4 Present information,

Sample Assessments:

Students will select a poem to analyze, interpret, memorize and present to class in a PowerPoint with music and artwork that complements the interpretation of the poem.

Instructional Strategies:

Interdisciplinary Connections

- Select music and artwork that connects to the tone, mood, and theme of the poem.

Technology Integration

- Present the poem in a PowerPoint or Prezi.

Global Perspectives

- Learn the history of the oral tradition in poetry and incorporate it into a presentation.

Media Literacy Integration

- Closely examine the use of language in the poem to see how poetic craft effectively communicates meaning and emotion.

Culturally Responsive Teaching

- Choice of poem and artwork allows students to create projects that reflect their personal and cultural background.

Instructional Focus:

- Supporting a position integrating multiple perspectives
- Assuming leadership roles in student directed discussion
- Analyzing, evaluating, and modifying group processes
- Speaking for persuasion

Sample Assessments:

Based on readings of articles and editorials, take a position on the nature of the American Dream and participate in Socratic Seminars.

Instructional Strategies:

Interdisciplinary Connections

- Research multiple disciplines to assess the meaning of the American Dream.

Technology Integration

- Use a wiki to collaborate and prepare team arguments and evidence.

Global Perspectives

findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	
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SL.UM.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. 🧐

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- Research non-American perspectives on The American Dream.

Media Literacy Integration

- Analyze the use of the concept of the American Dream historically and culturally. Articles begin with the first use of the term and continue to present. Students will find one recent reference and compare it to historical references.

Instructional Focus:

- Distinguishing emotive from persuasive oral rhetoric
- Summarizing, making judgments, and evaluating the content and delivery of oral presentations
- Listening and responding appropriately to

debate **Sample Assessments:**

- Memoir Unit: Conduct literature circle discussions, using memoirs, with a focus on literary analysis. Students may choose a position based on a work, author, literary time period, etc. Use rubrics to provide feedback to participants based on your listening observations.
- Tell a personal story (mini-memoir) to the class and use an oral presentation rubric to evaluate.

Instructional Strategies:

Interdisciplinary Connections

- Apply knowledge gained in U.S. History course to analyze the historical context of the memoir .

Technology Integration

- Listen to the radio programs “This American Life” and “The Moth” as storytelling models.

Global Perspectives

- In literature circles, students will discuss what is quintessentially American about the story, speculating on what would have been different if they had lived in another country or at another time period.

Culturally Responsive Teaching

- Personal stories will reflect a wide range of individual cultural backgrounds.

Instructional Focus:

- Summarizing, making judgments, and evaluating the content and delivery of oral presentations.
- Identifying and defining unfamiliar vocabulary through context in oral communication.

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	- Analyzing the ways in which the style and structure of a speech supports or confuses its meaning or purpose. Sample Assessments: Listen to audio excerpts of an author/poet reading his/her work. Compare/contrast your understanding of the text before and after listening. Determine how the tone of voice contributes to your interpretation. Before reading, highlight new vocabulary words and use the audio to predict meanings. Instructional Strategies: Interdisciplinary Connections - Use American writers who also write in Spanish to analyze the political implications of language in the United States, especially among Latino writers. Technology Integration - Record yourself reading the same text. Listen to the recording while paying close attention to your speech patterns, emphasis and tone. Play the recording for others and ask for feedback. Global Perspectives - Choose texts or writers from other cultures who write about America, or American writers who write about other countries/cultures.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy - S.T.E.A.M.

Unit 1: Short Fiction Boot Camp (4-5 weeks)

Unit Summary:

This unit functions as an introduction to advanced literary analysis. As the first unit of the school year, it builds on students' previous experience with the elements of literature by delving into each element with a representative story. Students will learn the right "questions" to ask when examining each element and practice this through partner and group work on the story. Independently, each student will write an analysis of the story that focuses on the particular element. Students will receive peer and teacher feedback on

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drafts and revise them for submission at the end of each week. At the end of the unit, students will apply their understanding of the elements of literature to a previously unseen story.

Primary interdisciplinary connections:

Counseling/mental health: Abuse, assault, trauma

Social emotional learning: Self-expression, identity, decision making

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

This unit provides a useful groundwork for the literary analysis students will do throughout the course. It provides students with the vocabulary they need to critically analyze literature. For most students, this is their first honors-level English course and their first experience with advanced literary analysis. This unit sets the tone for the course and brings to light areas of strength and weakness that students will work on throughout the year. The stories the students will read prominently feature people of color and are all contemporary and high interest. They tackle issues 11th graders face, such as struggles with identity, parental relationships, abuse, and adversity.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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). • RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
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	• RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.		
Writing	• W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.RW.11–12.7. 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.		
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • SL.II.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.		
<table> <tr> <td>Essential Questions:</td><td>Understandings: <i>Students will understand that...</i></td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>
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• What are the elements of literature? • What is literary analysis? • What questions should be asked when analyzing elements of literature? • How should an analysis of a short story be written?	• The elements of literature include plot, setting, character, point-of-view, theme, and style/tone. • Literary analysis involves the process of making observations about a text, tracking patterns, and making an argument about the significance of those patterns to the overall text. • Effective literary analysis writing begins with an understanding of the types of questions that should be asked when examining a particular element of literature.
Unit Learning Activities: <i>Students will...</i> • Read and analyze “Killings” by Andre Dubus to study plot • Read and analyze Z.Z. Packer’s “Geese” to study setting • Read and analyze Junot Diaz, “Fiesta, 1989” to study characterization • Read and analyze Tracey Baptiste, “Gravity” to study point-of-view • Read and analyze George Saunders, “Sticks” to study style and tone • Read and apply literary analysis “templates” to write a short analysis of each story/element • Review methods of integrating quotations • Review the structure of an analytical paragraph	
Assessments	
Summative: • Final draft of each short analysis: Students will submit a final draft of each analytical paragraph. • In-class literary analysis essay for the final assessment, students will write an in-class essay on the development of a theme in the story. Students will be expected to discuss at least three elements	Formative: • Individual and group work on each story: Students will work on activities that will help them analyze each element of fiction. Work will be assessed for effort and completion; feedback will be provided and data will be used to inform material that needs to be re-taught.

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of fiction and discuss how each element contributes to a theme of the text.	• Rough drafts of analysis essays: For each story, students will write an analytical paragraph examining how a specific element of fiction is represented in the story. Work will be assessed for effort and completion; feedback will be provided and data will be used to inform material that needs to be re-taught.
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Unit 2: *Bread Givers* and Immigration Poetry

Unit Summary: In this unit, students will complete a concurrent study of Anzia Yezierska's <i>Bread Givers</i> and poetry that examines the immigrant experience in the United States. As they read <i>Bread Givers</i>, they will complete a close reading log in which they record passages from the story and close read them for DIDLS (diction, imagery, detail, language, and syntax). In class, students will be examining poems that comment on various aspects of the immigrant experience, such as assimilation, the American Dream, and existing between two cultures. At the end of the unit, students will write a synthesis essay in which they pair poems to key moments in Sara's life and develop connections between the works.	
Primary interdisciplinary connections: Social studies: 19th century European immigration; tenements in New York City; Russian Jews in New York City	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
This unit is appropriate for a junior honors class for several reasons. For instance, the unit's heavy focus on poetry analysis prepares them for the poetry heavy curriculum of AP Literature. Furthermore, the students practice valuable close reading skills that will be important for them to master before advancing to English 4 Honors or AP Literature. This unit also exposes students to the skills involved in synthesizing texts, such as the importance of putting authors in "conversation" with one another. The unit contains heavy connections to topics covered in US history, such as the Industrial Revolution. The poems the students read are purposefully contemporary in order to ease students' anxiety about working with poetry. Lastly, the protagonist and narrator of <i>Bread Givers</i> is close enough in age to the students that they can relate to her coming of age story.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	● L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. ● L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. ● L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

	● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. ● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. ● RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). ● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). ● RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. ● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱
Writing	● W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. ● W.WR.11–12.5. 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. 🌱 ● W.SE.11–12.6. 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 (MLA or APA Style Manuals).
Speaking & Listening	● SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12

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	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.II.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. • SL.ES.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. • SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• What does it mean to be or to become American? • What is the "American Dream" and is it universally attainable? What obstacles do people face in their pursuit of the American Dream? When and why are those obstacles prohibitive? • What is the immigrant experience? • What challenges do new immigrants face in their efforts to become "American"? How are the struggles of immigrants like those of every other human being? • What are some of the issues that immigrants face that are unique? • How does immigration affect relationships between generations in immigrant families? • Is it possible to belong to two countries at the same time? • How do unique issues of language, culture, power, or homesickness affect immigrants? • How do immigrants navigate the literal and symbolic borders between the lives they left behind and their new lives in the US? What are these borders? • What are the challenges of trying to reinvent oneself? • What is close reading? • What is synthesis? What does it mean to write a synthesis essay?	• The "immigrant experience" does not refer to one set experience, but rather the range of experiences an immigrant might encounter, such as assimilation/existing between two cultures, homesickness, alienation, language barriers, and cultural differences. • Writers use a variety of genres such as poetry and literature to convey the immigrant experience. • Writers employ strategic uses of diction, syntax, imagery, detail, and language to convey a particular tone towards a subject and develop themes in their works. • Synthesis essays involve putting texts in conversation with one another with the student being one of the conversation's "participants." • The purpose of a synthesis essay is to put forward your own original argument using other writers' ideas as support.

Unit Learning Activities:

Students will...

- Engage in a class discussion around “Americanness” - what it means to be an American; ways of “becoming” and American; quintessential “American” behaviors, foods and cultural experiences. •
- Read Hector St. John de Crevecoeur’s essay “What is an American?” and discuss the ways in which Americanness was defined; the shortcomings of his definition
- Independently read *Bread Givers* by Sara Yezierska and complete a close reading log for each section of reading
- Practice low-risk reading strategies such as 3x3, notice and note with “My Brother at 3 A.M.” by Natalie Diaz

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- Work in groups and individually to apply poem analysis strategies to the following sets of poems:

“Welcome to America”:

- “*The New Colossus*” by Emma Lazarus (poem)
- “*Prospective Immigrants Please Note*” by Adrienne Rich (poem)
- “*Practice Standing Unleashed and Clean*” by Patricia Smith (poem)
- “*The Buttonhook*” by Mary Jo Salter (poem)
- “*Old Arrivals*” by Galway Kinnell
- “*Prayer for My Immigrant Relatives*” by Lory Bedikian

America’s national identity:

- “I Hear America Singing” by Walt Whitman (1855)
- “America” by Claude McKay (1921)
- “Let America be America Again” by Langston Hughes (1938)
- “I, Too, Sing America” by Langston Hughes (1945)
- “Gate A-4” by Naomi Shihab Nye (2007)
- “One Today” by Richard Blanco (2013)
- “america the beautiful again” by Richard Blanco (2019)

Belonging/assimilation/double consciousness:

- “We Wear the Mask” by Paul Laurence Dunbar
- “Legal Alien” by Pat Mora
- “Amphibians” by Joseph O. Legaspi
- “Two Names, Two Worlds” by Jonathan Rodríguez
- “Lines Breaking” by José B. González
- “Como Tú / Like You / Like Me” by Richard Blanco
- “Accents” by Denice Frohman

- Write a final synthesis essay connecting poems from the unit to key moments in Sara’s journey to “becoming” an American

Assessments

Summative: ● Synthesis essay prompt: To “illuminate” means to clarify, reveal, shed light on, or explain. How do the poems we have studied in this unit illuminate different moments of Sara’s journey to becoming an “American”? Choose THREE key moments of Sara’s life. For each moment, provide context, evidence, and analysis for why it was important (body 1) AND identify ONE poem from the unit and explain how it connects to this moment/ helps to illuminate something about this specific part of her journey ● “Final” close reading log for <i>Bread Givers</i>	Formative: ● Close reading log for <i>Bread Givers</i> - o Each chapter -- For every section of reading, students choose a passage and complete a close reading log. First two entries will be assessed for completion and effort; feedback will be provided for students to apply to future entries. ● Poem analysis exercises: Students will work independently and in groups to apply poem analysis strategies to poems from the unit
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Unit 3: Satire

Unit Summary: In this unit, students will explore the genre of satire and its role as an enduring form of social critique. Using clips from popular shows such as *Saturday Night Live*, children’s books, essays, and news articles, students will explore the elements of satire and the techniques satirists use to attack their targets. At the end of the unit, students will demonstrate their learning by creating an original piece of satire.

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Primary interdisciplinary connections: Social studies: “A Modest Proposal” and oppression of the Irish under the British in the 18th century Media studies: Popularity of sketch comedy on television; satire in pop culture Digital literacy: Verifying news sources; satirical news sites
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
Students are surrounded by satire and consume it often without even knowing it. This unit will help students understand the ways in which satire, when done well, can put forward poignant critiques about society’s flaws under the guise of irreverence and humor. The unit features many contemporary examples of satire that students will find humorous and engaging. The final project will allow students to choose how they want to demonstrate their understanding of the unit.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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). • RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
Writing	• W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.RW.11–12.7. 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.
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12

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	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.ES.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. • SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Essential Questions:	Understandings: <i>Students will understand that...</i>
• What is humor? What determines what we find funny or not funny? • What is satire? • What are the characteristics of satire? • How can satire be analyzed? • In what ways is satire a useful tool for social change?	• The benign violation theory posits that people will find humor in situations that fall somewhere between being benign (harmless) and a violation (harmful, breaking a rule or social norm). • Satire is the use of ridicule and wit to criticize and expose society's flaws • Elements of satire include caricature, burlesque, reversal, incongruity, and parody • Commonly used techniques of satire include irony, hyperbole, litote, and invective. • Analyzing satire involves examining the methods used by the satirist to attack a target and determining the intended effect that satirist hopes to have. • Satire's reliance on humor allows it to be used to make powerful social commentaries that disarm the audience and compel them to consider their behaviors/values.
Unit Learning Activities: <i>Students will...</i> • Watch a video about the benign violation theory behind what makes something funny and apply their learning by applying the BVT to something they find funny and to things classmates find funny • Watch clips from <i>Saturday Night Live</i> and <i>Key & Peele</i> to explore the elements/types of satire; satirical modes • Work in groups and independently to analyze satirical news articles from <i>The Onion</i> • Explore satire in children's books such as Dr. Seuss "The Butter Battle" • Explore satire in music using parody songs by Weird Al • Watch clips of satirical news segments such as <i>The Daily Show</i> and <i>Last Week Tonight</i> • Read and analyze "A Modest Proposal" by Jonathan Swift • Read and analyze "Babycakes" by Neil Gaiman • Complete a final project in which students will create their own pieces of satire	
Assessments	
Summative: Final project -- Create an original piece of satire (choice): • Write and record yourself reciting a satirical poem • Write and record a an original song or parody (no visual needed, but lyrics should be available) • Write a news article in the style of <i>The Onion</i>	Formative: • Group analysis of <i>Onion</i> articles - in small groups, students will read and and analyze elements of satire in articles from the satirical newspaper <i>The Onion</i> • Timed in-class satirical analysis (teacher selected piece): Given a new satirical text, students will write a one paragraph analysis that

• Write and record a news commentary (recorded for class) • Create a cartoon or comic strip (paper or digital) • Write an original piece of short fiction (1000 words max.) Partner options: • Write and record a newscast • Write and record an original skit • Write and record a an original song or parody • Write and film a commercial • Write and film a “mockumentary”	identifies three devices used in the piece and the effect of each device on the message of the text. • Take home satirical analysis (student selected piece): Students will self-select a piece of satire, identify its elements, and make an argument about their role in the text.
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Unit 4: *The Personal Essay*

Unit Summary: In this unit, students will write personal essays, also known as the “college admissions essay.” The unit relies on the close study of model essays from selective colleges in an effort to determine what “works” in a college essay and what the conventions of the genre are. Students will practice “reading like a writer” in an effort to understand the “moves” writers make in their texts. Students will also engage in a number of brainstorming exercises to plan their essays. Using the writers workshop model, students will implement strategies learned in mini lessons in their own writing, and participate in one-on-one writing conferences and peer editing. By the end of the unit, students will produce a complete personal essay suited for the college admissions process.	
Primary interdisciplinary connections: Career and college readiness: Writing personal statements; “marketing yourself”	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
Junior year is a critical year for high school students as it is when many of them start to think about their post high school plans. The majority of students at SHS intend to go to college; therefore, it is important that they spend an extensive amount of time working on their college admissions essay. This unit builds on the college essay workshop conducted by the guidance department in the spring. A majority of students report that they have never written a personal essay before their college essay, so this unit seeks to familiarize students with the conventions of the genre. This unit also intends to give students a low-stakes introduction to the college admissions essay so that they can get comfortable with this style of writing before writing the real thing.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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	• L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.		
Reading	• RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. • RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.		
Writing	• W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.RW.11–12.7. 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.		
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
<table border="1"> <tr> <td>Essential Questions:</td><td>Understandings: <i>Students will understand that...</i></td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>
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• What is the purpose of the college admissions essay? What makes it different from other forms of writing? • What are the conventions of a personal essay? • What are the dos and don'ts of a college admissions essay? • How do writers employ elements of fiction when writing a nonfiction text?	• The purpose of the college admissions essay is to show the college something about you that is not revealed in other parts of the application. • Personal essays rely heavily on the use of anecdotes to anchor a main idea. • Personal essays differ from other forms of academic writing in that they aim to show, rather than tell, something about the writer through the use of storytelling techniques.
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• What does it mean to “read like a writer”? • What does it mean to write concisely?	• “Reading like a writer” involves reading a text not for meaning (already done first), but rather to focus on the choices the author made in the text (ex. Diction, style) and the effects of these choices on the piece.
Unit Learning Activities: <i>Students will...</i> • Discuss the purpose of the college admissions essay and what differentiates it from other genres of writing • Read and examine accepted student essays published by highly selective institutions to understand what made these essays successful and learn the conventions of the genre • Examine and “decode” Common App essay prompts • Apply “reading like a writer” strategies to model essays to understand the “moves” writers make in good essays • Use a writer's notebook to record and practice the “writer's moves” learned from the model essays • Participate in brainstorming exercises (ex. The objects exercise) to hone in on a topic for their essay • Participate in peer editing to get feedback on their writing during the drafting process • Participate in writing conferences with teacher to discuss progress of the essay and workshop issues • Practice strategies for writing concisely • Produce a 500 word personal statement in response to a Common App prompt	
Assessments	
Summative: • Students will complete and submit the final draft of a 500 word college essay written in response to one of the College App prompts. Essays will be graded for organization, clarity, and creativity.	Formative: • Reading like a writer exercises → Using model essays, students will work backwards to identify the “moves” made by the writer. • Rough drafts of essay → Rough drafts will be assessed for completion and effort; targeted feedback will be provided by the teacher. Data will be used to inform mini lessons and re-instruction. • Peer editing activities→ In pairs/small groups, students will use a peer editing guide to write feedback on their partner's essay.

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