



Junior Literature and Composition Perspectives on America

Course: Junior Literature and Composition: Perspectives on America

Course Description: This course focuses on American culture and American voices. Through a study of contemporary cultural issues, the course builds on ninth and tenth grade coursework. Students read and write informational, argumentative, and literary texts. Students will build an understanding of American Culture through reading diverse perspectives and multiple genres, while studying and practicing multiple modes of composition for a variety of audiences and purposes. During second semester, students will conduct inquiry projects whereby students form a question, conduct research, and create a multimedia presentation for a public audience.

Grade Level: 11th Grade

Unit Scope and Sequence:

Unit 1: Pop Culture, Sports, and Celebrity - Independent Reading, Informational Writing

Unit 2: Education - Literature Circles, Argument Writing

Unit 3: Happiness, Work, and Consumer Culture - Whole Class Text, Response Writing

Unit 4: Environment and Climate - Literature Circles, Informational Writing

Unit 5: Technology, Science, and Progress - Independent Reading, Argument Writing

Unit 6: American Places: Language, Culture, and Belonging - Whole Class Text, Expressive Writing

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Unit 1: Influence - Pop Culture, Sports, and Celebrity

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In this unit students select books for independent reading while studying the impact of pop culture, sports, and celebrity on the values we espouse. Students read non-fiction articles about the nature of celebrity and influence while studying how authors selectively emphasize details to express tone and point of view. Students write non-fiction articles applying a criteria based argument to propose a superlative or a “best of” list.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Authors write with a specific audience in mind, crafting their message to address the audience's interests and questions. - People with influence over public opinion will be judged on how they choose to use their influence. - Authors emphasize character attributes that encourage readers to anticipate how characters will react to the major conflicts in the plot and to assess the impact of the characters' choices.	- What does our interest in celebrity reveal about our societal values and/or how we see ourselves? - What role does “cancel culture” play in this platform for values expression? - Who becomes an American icon? Who becomes a role model/influencer? Why do we idolize them? - What role does youth culture play in establishing our priorities and values? - How does our culture define success?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Claim - Evidence - Tone - Criteria	- Respond to independent reading by supporting claims about character development. - Read a non-fiction article and evaluate an author's claim. - Determine the tone of a non-fiction article. - Write a non-fiction article proposing and applying criteria.

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Unit 1: Influence - Pop Culture, Sports, and Celebrity

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
 - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
 - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.C).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

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Unit 2: Education

Unit 2: Education

This unit raises questions about the purpose and value of education. Students will select from a list of fiction and non-fiction books to join a small group literature circle. The class will consider essays that address education while preparing to write an argument proposing an education policy.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- When proposing an argument of policy, authors target a specific audience who can take action to influence the outcome. - Educating youth is fundamental to establishing and maintaining a culture. - Literary setting includes all the information about context that sets expectations for how characters will behave. Setting includes information about macro-setting (historical time and place), meso-setting (immediate physical and temporal context) and micro-setting (social context with present characters).	- How does the American education system impact students' personal and professional growth? - How does our education system reflect our cultural values? - To what extent does our school serve the goals of a true education? - What does it mean to be educated? What societal expectations are valued & upheld? - What determines one's drive to learn?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Position - Claim - Evidence - Target audience - Counter claims	- Respond to small group reading by supporting claims about how context influences character. - Read a non-fiction article and evaluate an author's claim. - Determine the tone of a non-fiction article. - Write an argument of policy proposing and applying criteria. - Address and dismiss counter arguments.

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Unit 2: Education

Missouri Learning Standards

Approach texts as a researcher by synthesizing/comparing/ contrasting ideas from multiple texts (11-12.RI.3).

- Relationship in Texts
 - Synthesize information from two or more texts about similar ideas/ topics to articulate the complexity of the issue (11-12.RI.3.B).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

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Unit 3: Happiness, Work, and Consumer Culture

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In this unit students will read a whole class novel that addresses themes related to the culture of work, consumerism, and the pursuit of happiness. Students will analyze characters, and the author's use of literary techniques to suggest a theme.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Authors suggest themes by embedding patterns within texts or connecting to patterns across texts that suggest generalizations about human endeavors. - The theme of a story is a generalization about life, the world, or human experience that is suggested by the way characters respond to conflict in the story.	- What is the American Dream? Is it still accessible to people today? - What is the relationship between taking care of ourselves and working to achieve our goals? - What are American values? Do our values support our happiness as Americans? - How is consumerism and materialism connected to our happiness?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Character development - Theme - Figurative language - Literary symbol	- Respond to a literary text by supporting claims about how authors use literary techniques to suggest themes. - Read a non-fiction article and evaluate an author's claim. - Determine the tone of a non-fiction article.

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Unit 3: Happiness, Work, and Consumer Culture

Missouri Learning Standards

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
 - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
 - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.C).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Collaborate (11-12.SL.1)

- Questioning
 - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
 - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

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Unit 4: Environment and Climate

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In this unit students will study the relationship between humans and their environment. Students will select from a list of fiction and non-fiction books to join a small group literature circle. Students will select topics about environment or climate to research and create an informational article about the topic.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Literary setting includes all the information about context that sets expectations for how characters will behave. Setting includes information about macro-setting (historical time and place), meso-setting (immediate physical and temporal context) and micro-setting (social context with present characters). - Readers form opinions about characters based on their motives for complying with or rejecting the demands and obstacles created by their setting. - Authors influence readers' opinions about characters by emphasizing elements of setting that are within and beyond the character's control.	- How does the world people live in influence their behavior? - How has the relationship between humans and the natural world shifted over time? - What is our responsibility to the natural environment, and is it individual or collective? - How connected are we to our environment? In what ways?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Bias - Authority - Credibility - Reference	- Respond to small group reading by supporting claims about how context influences character. - Read a non-fiction article and evaluate an author's claim. - Combine information from multiple sources to support a perspective about a non-fiction topic. - Write an informational text anticipating an audience's questions and interests.

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Unit 4: Environment and Climate

Missouri Learning Standards

Approach the writing task as a researcher (11-12.W.1).

- Research
 - Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate (11-12.W.1.A.a).
 - 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 (11-12.W.1.A.b).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

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Unit 5: Technology, Science, and Progress

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In this unit students will read independent texts while studying a scientific or technological advancement that can improve the world. Students will create an argument appealing to an audience to take specific action to solve a problem and select a medium to publish a campaign to appeal to their audience.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Perspective is a description of how people's relative positions influence what they notice and what they learn. - What readers perceive and what they learn is influenced by what they already know and what they expect to find out. - Authors reveal their perspective in the choices they make to selectively emphasize information and influence their reader's opinions.	- How do new and changing technologies affect the human experience? - What is progress? Does progress come at a cost? - Does technology make us dumber? - How will artificial intelligence affect our lives?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Perspective - Empathy - Call to action - Urgency - Efficacy	- Respond to independent reading by supporting claims about choices that reveal an author's perspective. - Read a non-fiction article and evaluate an author's claim. - Write an argument that inspires an audience to action. - Select an appropriate medium and create a campaign to inspire action.

Junior Literature and Composition

Unit 5: Technology, Science, and Progress

Missouri Learning Standards

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

Collaborate (11-12.SL.1)

- Questioning
 - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
 - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

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Unit 6: American Places - Language, Culture, and Belonging

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In this unit students will read a novel that reflects the culture, language, community, and values of a specific time and place in America. They will consider the interactions between language, culture, and values while writing a personal essay that illustrates their perspective with details from actual events.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Literary setting includes all the information about context that sets expectations for how characters will behave. Setting includes information about macro-setting (historical time and place), meso-setting (immediate physical and temporal context) and micro-setting (social context with present characters). - Readers form opinions about characters based on their motives for complying with or rejecting the demands and obstacles created by their setting. - Authors influence readers' opinions about characters by emphasizing elements of setting that create expectations for how characters will react.	- How does America attract and repel? - How does the concept of boundaries impact human interaction? - How do language, culture, and thought interact? - How does language shape identity? - What role does translation play in our understanding of literary works?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Culture - Language conventions - Rites of passage	- Respond to a literary text by supporting claims about how authors use literary techniques to suggest themes. - Read a non-fiction article and evaluate an author's claim. - Determine the tone of a non-fiction article. - Write a personal essay that communicates perspective about personal values with the appropriate tone.

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Unit 6: American Places - Language, Culture, and Belonging

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Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
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