



ANSONIA PUBLIC SCHOOLS

English III (Grade 11)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: The Beginnings of the American Tradition (to 1760)	
Unit 2: Revolutionary Period (4 weeks)	
Unit 3: The American Renaissance (5 weeks)	
Unit 4: Research Paper (3 weeks)	
Unit 5: Modern American Novel (6 weeks)	

Course Overview:
This third requirement is a full year survey of American literature that includes an examination of nonfiction, the novel, poetry, and drama. The reinforcement of oral and written language skills through the study of grammar, vocabulary, and composition will culminate in the process of literary research and writing a formal research paper. Prerequisite: Successful completion of English II; <i>Fulfills English III Credit</i>

Unit 1: The Beginnings of the American Tradition (to 1760)

(6 weeks)

Priority Standards:	Supporting Standards:
CC 11-12 RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC11-12 RL 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CC11-12 RL 3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CC11-12 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	CC.11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC 11-12 RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CC 11-12 RL 5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CC11-12 RI 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Big Ideas	Essential Questions

• Communicate ideas through the written word and verbal discourse, both independently and collaboratively. • Analyze thematic concepts and connect them to our own lives and the world today.	• How might historical context affect the themes and major conflicts in a work of literature? • How does an author's use of language, including dialogue and stage directions, contribute to characterization? • What are the potential dangers of mass hysteria? What role does mass hysteria play in modern society?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Identify and analyze central ideas and themes in complex informational texts. • Cite strong and relevant textual evidence to support interpretations and conclusions. • Draw inferences from texts and recognize areas of ambiguity or uncertainty. • Analyze how ideas, individuals, and events interact and develop throughout a text. • Evaluate an author's reasoning, claims, and use of evidence. • Examine historical and political documents within their historical context. • Compare and contrast differing viewpoints and arguments. • Interpret the meaning of academic, technical, figurative, and connotative language. • Write argumentative essays supported by valid reasoning and sufficient evidence. • Develop and defend claims with textual support. • Craft counterarguments and rebuttals. • Organize ideas logically and coherently. • Use evidence from multiple sources to strengthen written arguments. • Apply effective persuasive writing techniques. • Develop reflective and personal narrative writing.	

Unit 2: Revolutionary Period (4 weeks)

Priority Standards:	Supporting Standards:
CC 11-12 RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC 11-12 RI 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CC11-12 RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze how an author uses and refines meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CC11-12 RI 5 Analyze and evaluate 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.	CC 11-12. W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12 RI 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) CC11-12 RI 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC11-12 RI 9 Analyze seventeenth, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Big Ideas	Essential Questions
• Evaluate an argument's merit by determining claims, possible counterclaims, and rhetorical strategies used by the author. • Compare our Founding Fathers' ideas about what our nation should look like with today's America.	• How can rhetorical appeals be used to write persuasive arguments? • How can we use diction and syntax to link ideas? • How have our nation's values and ideals changed over time?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes.	

- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Analyze central ideas and themes in historical and informational texts.
- Cite strong textual evidence to support interpretations, inferences, and arguments.
- Evaluate and discuss historical perspectives and their relevance to contemporary society.
- Write argumentative and counterargument essays using valid reasoning and relevant evidence.
- Communicate and defend ideas effectively through discussion, reflection, and written responses.

Unit 3: The American Renaissance (5 weeks)

Priority Standards:	Supporting Standards:
CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12 RI 6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CC11-12 RI 5 Analyze and evaluate 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. CC.11-12.SL.1.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.	CC 11-12 RL 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC11-12 RL 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CC11-12 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CC.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Big Ideas	Essential Questions

• Finding identity and fulfillment in nature and society.	• How are transcendentalist themes expressed in poetry, essays, and books? • What is man's relationship with nature? • How does figurative language in transcendentalist writing serve to elevate nature?
AHS Expectations	
• Apply critical thinking skills to solve problems. • Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Analyze and compare authors' perspectives on nature, individuality, and society. • Identify and evaluate themes in literature and modern media. • Participate in collaborative discussions by building on others' ideas and supporting claims with evidence. • Emulate an author's style and language to create original writing. • Write argumentative essays that develop claims, address counterclaims, and support reasoning with relevant evidence.	

Unit 4: Research Paper (3 weeks)

Priority Standards:	Supporting Standards:
CC.11-12.W.1.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 sequence claim(s), counterclaims, reasons, and evidence. CC11-12 RI 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.11-12.W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CC.11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	CC 11-12 RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CC.11-12.W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CC 11-12 RI 10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiency, with scaffolding as needed at the high end of the range. CC.11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Big Ideas	Essential Questions
• We can evaluate information from multiple sources in order to form thorough, well-researched arguments. • Writing is used to communicate with a specific audience. • Research must come from a reputable source. • New information may result in a new idea or a change of stance.	• How can I communicate ideas in a clear, cohesive way? • How can I evaluate multiple sources of information for the purpose of addressing a question or solving a problem? • What is the structure of a research paper? • How can a topic of interest be developed into a research paper? • How does a thesis drive a research paper? • How do I strengthen my essay with research? • How does one evaluate sources to determine validity and reliability when using informational texts? • How does one formulate the Works Cited page?

AHS Expectations

- Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology.
- Read effectively for a variety of purposes.
- Work independently, reflectively, and/or collaboratively to accomplish goals.

Skills (I will be able to...)

- Develop clear, focused, and arguable thesis statements to guide research and writing.
- Paraphrase and summarize information accurately from a variety of sources.
- Evaluate and synthesize evidence from multiple sources to support claims and conclusions.
- Conduct research and gather relevant information to answer questions and investigate topics.
- Write research-based arguments that incorporate evidence, analysis, and proper citation of sources.

Unit 5: Modern American Novel (6 weeks)

Priority Standards:	Supporting Standards:
CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CC.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC11-12 RL 3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CC11-12 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Big Ideas	Essential Questions

• The American Dream serves as a driving force in molding people's aspirations. • We can examine the American Dream's place in society. • We can analyze the impact of class status on the American Dream.	• How can we explore the modern condition of humanity through themes in a text? • How does the author's perception of the American Dream compare to our own? • What is the effect of socioeconomic status on the American Dream? • To what extent is Fitzgerald's message sustained or lost to present-day audiences? • How does the time period in which a text was written impact the issues and themes in a novel?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Analyze how setting, social class, and symbolism contribute to the development of themes in a literary text. • Compare and contrast characters, settings, and perspectives to deepen understanding of the author's message. • Interpret and evaluate symbols and explain how their meanings develop throughout the novel. • Write from multiple perspectives to demonstrate understanding of character motivations, experiences, and points of view. • Develop literary analyses that trace and explain the development of themes using relevant textual evidence.	

