



ANSONIA PUBLIC SCHOOLS

Senior Composition (Grade 12)

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: Foundations of Voice: Narrative, Lens, and Identity Unit 2: The Power of Rhetoric: Analyzing and Constructing Argument Unit 3: Comparative Perspectives: Literary Analysis and Critical Theory Unit 4: The Research Process: Synthesizing Information and Evaluation Unit 5: Capstone or Synthesis: Personal Expression, Advocacy, and Beyond	

Course Overview:
A one-semester study of advanced writing skills for college bound seniors. Emphasis will be placed on the reinforcement and enhancement of the basic skills of the four major writing discourses: narrative/descriptive, cause and effect, argument, and expository. <i>Fulfills English IV Writing Requirement</i> Prerequisite: English III

Unit 1: Foundations of Voice: Narrative, Lens, and Identity

Priority Standards:	Supporting Standards:
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Big Ideas	Essential Questions
- Authors deliberately manipulate structural components, character arcs, and perspectives to shape readers' understandings of human experience and cultural identity. - Writing a structured narrative allows an individual to craft their unique perspective, exercise stylistic control, and articulate complex personal or shared truths.	- How do authors use narrative choices to establish voice, tone, and identity? - In what ways does our personal lens influence how we interpret a text and how we write our own stories?
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...)	
- Identify and analyze complex narrative structures, including nonlinear timelines, multiple viewpoints, and frame narratives. - Incorporate sensory language, precise diction, and deliberate pacing into my own narrative writing. - Deconstruct how an author's historical or cultural background influences character development and thematic elements. - Engage in peer editing loops to refine voice, sentence variety, and organizational cohesion.	

Unit 2: The Power of Rhetoric: Analyzing and Constructing Argument

Priority Standards:	Supporting Standards:
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 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.	RI.11-12.5: 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. SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Big Ideas	Essential Questions
- Rhetoric is a powerful instrument of civic engagement; its effectiveness depends on a strategic balance of appeal, structure, structural logic, and delivery. - Constructing a sustainable argument requires anticipating diverse points of view, addressing counterclaims with emotional neutrality, and grounding assertions in verified evidence.	- How do style, structure, and rhetorical appeals intersect to persuade an audience? - What is the responsibility of a writer or speaker when deploying rhetorical tools in the public sphere?
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Skills (I will be able to...)	
- Identify and evaluate classical rhetorical strategies (<i>ethos</i>, <i>logos</i>, <i>pathos</i>) and stylistic devices within seminal political or cultural texts. - Formulate a distinct, defensible thesis statement that takes a stance on a complex, multi-sided topic. - Introduce, acknowledge, and systematically refute nuanced counterclaims using objective reasoning.	

- Deliver persuasive spoken arguments, utilizing deliberate vocal variation, pacing, and emphasis to connect with a specified audience.

Unit 3: Comparative Perspectives: Literary Analysis and Critical Theory

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Priority Standards:	Supporting Standards:
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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.	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. L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Big Ideas	Essential Questions
- Literature serves as an entry point into different historical, political, and cultural realities, inviting readers to look at texts through varied critical frameworks. - Advanced literary analysis goes beyond a baseline summary of what a text <i>says</i> to construct a deep investigation of how it <i>functions</i> subtextually.	- How does viewing a text through different theoretical or historical lenses alter our understanding of its themes? - How do authors from similar eras grapple with universal human questions in unique ways?
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Skills (I will be able to...)	
- Analyze how subtext, extended metaphor, and structural motifs develop central themes across multiple texts. - Isolate textual ambiguities or moments where an author intentionally leaves matters uncertain, explaining their purpose. - Organize an explanatory essay comparing two or more works, utilizing block or alternating structures for maximum clarity.	

- Select and integrate high-impact quotes into analytical paragraphs, utilizing sophisticated context and commentary.

Unit 4: The Research Process: Synthesizing Information and Evaluation

Priority Standards:	Supporting Standards:
W.11-12.7: Conduct short as well as more sustained research projects to answer a 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.11-12.8: 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.	RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Big Ideas	Essential Questions
- Authentic research is iterative, driven by a desire to explore a topic deeply and open to redefining boundaries as new evidence emerges. - Credibility is not absolute; researchers must cross-examine print and digital sources for internal bias, author limitations, and historical context.	- How do we effectively curate and evaluate information to build an objective foundation of truth? - What does it mean to contribute responsibly to an ongoing academic or societal conversation?
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Skills (I will be able to...)	

- Utilize advanced digital search strategies, boolean operators, and database filters to find scholarly sources.
- Evaluate the authority, validity, and bias of diverse online media types.
- Synthesize information from distinct data pools to answer a singular research query.
- Weave direct citations, statistics, and paraphrased entries seamlessly into my text using appropriate signal phrases.
- Construct a Works Cited page and apply consistent MLA formatting conventions throughout a formal text.

Unit 5: Capstone or Synthesis: Personal Expression, Advocacy, and Beyond

Priority Standards:	Supporting Standards:
SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, the organization, development, substance, and style are appropriate to purpose, audience, and task. W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. L.11-12.6: 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.
Big Ideas	Essential Questions
- Strong communication relies on our ability to translate deep research or personal insight into a format that educates, moves, or inspires an audience. - Refining a piece of communication is an ongoing process of reflection, adjusting choices based on professional feedback and real-world impact.	- How do we effectively adapt our voice and evidence to challenge or change an audience's thinking? - How does collaborative critique expand our ability to think, revise, and communicate clearly?
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Skills (I will be able to...)	
- Design a dynamic multimedia presentation that matches technical assets with a spoken message. - Adopt an academic or professional posture, utilizing intentional body language, eye contact, and vocal control during dynamic public speech. - Engage in real-time dialogic discourse, defending an interpretation or research finding while remaining receptive to critiques.	

- Apply high-level sentence editing techniques, evaluating paragraph structure, flow, and structural alignment before publishing a product.