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English Grade 11

This course is designed to allow students to reflect on the meaning and characteristics of the American identity. While the concepts under study are universal, we want to consider how our literature has reflected the development of the American identity and has shaped the individual.   This course is also designed to develop students' critical thinking as they distinguish between the myth and the reality of the American Dream, and to encourage them to develop an appreciation of the promise of the country, as well as a recognition of the need for engagement and involvement of citizens in moving closer to the founders' conception of what the country could strive to be.

Unit 1 – The Role of Faith & Fear

Students will engage with American literature from a variety of time periods that specifically examine the role of human belief, faith and fear in people's lives. Nonfiction exemplars related to these selections allow students to determine how faith and fear continue to affect the development of society and the choices of individuals.

Unit 2 – The Price of Individualism

American society celebrates individual freedoms; yet, the establishment of any society dictates that certain individual freedoms must be surrendered. In this unit, students will analyze different pieces of literature to reflect upon the relationship between the individual and society, and consider what private freedoms are birthrights should be retained. This unit will also explore what is to be gained and lost through a suppression of extreme individualism.

Unit 3 – Art as an Advocate for Change

Throughout American history, citizens have come together to force change in our government and society. This unit will explore the role that literature, music, dance and art have had in bringing about change in society. The expression of uniquely American art and pieces of social commentary will allow students to interpret what made art effective in changing the rules and regulations that govern our society.

Unit 4 – The Tension among Optimism, Opportunity, and Reality

The American Dream has established a belief in many Americans that they can achieve great things if they work hard. However, novels like *The Great Gatsby* and *Of Mice and Men* cast doubts on this optimism. Students will read these novels to reflect on the reality of the American Dream and research other examples throughout American literature, music, art, and history that supports their belief in the myth or reality of the American Dream.

Unit 5 – The Cost of Fighting

The value of freedom in the United States is of the utmost importance to many of its citizens. In this unit, students will explore the reasons why people fight and kill to defend that freedom. Students will be able to formulate a moral stance and justify it.

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Unit 6 – The Future of Freedom

As the country moves forward into the twenty-first century, technology has changed American ideas of freedom. This unit explores how American ideals are upheld in a world where modern technology affects nearly all aspects of life and how issues like privacy and individuality are challenged by our dependence on technology. Students will be able to determine the positive and negative effects of technology on their lives and freedoms.

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Unit 1: The Roles of Faith & Fear

Subject: Grade: Time Frame:	English 11 6 weeks: August - Early October
Overarching Standards	**Connecticut Core State Standards English Language Arts and Literacy (CCSS)** Reading Standards for Literature (R.L.) Reading Standards for Informational Text (R.I.) Writing Standards (W) Speaking and Listening Standards (S.L.) Language Standards (L.)
Essential Questions	1. How are faith and fear intertwined? 2. To what extent do faith and fear impact individuals and/or groups. 3. How does fear affect behavior? 4. What needs are fulfilled by faith?
Enduring Understandings	1. Religious beliefs play a significant role in the lives of many people. 2. People react to fear in a variety of ways. 3. Most people live according to a certain moral code.
Priority Standards	**CC.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. **CC.RL.11-12.2** 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 **CC.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. **CC.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CC.W.11-12.2b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **CC.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. **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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Supporting Standards	**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **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. **L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Performance Expectations	**Students will:** ● Analyze how authors use language to establish tone and mood. ● Identify figurative language such as allegory and irony and interpret the effect of each. ● Apply information learned from nonfiction sources to an analysis of fictional characters. ● Examine the impact of faith and fear on a person or character and compare to others. ● Compose a narrative or dialogue that requires the application of information learned from multiple texts. ● Interpret the meaning of words through the context in which they are used. ● Revise a text to clearly and effectively narrate a story or dialogue.

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Suggested Strategies/Modes	Suggested Materials/Resources	Assessments
1. Character tracking 2. Quotation mingle 3. Flip grid/Reader Responses 4. Draw the imagery 5. Story boarding 6. 4-square graphic organizer for words in context 7. Read the same text in different tones	**College Prep:** "Upon the Burning of Our House" by Anne Bradstreet "Sinners in the Hands of an Angry God" by Jonathan Edwards *The Crucible* by Arthur Miller "The Raven" by Edgar Allan Poe **Honors:** "Upon the Burning of Our House" by Anne Bradstreet "Sinners in the Hands of an Angry God" by Jonathan Edwards *The Crucible* by Arthur Miller "Why I Wrote *The Crucible*" by Arthur Miller **Additional Resources** ➢ *Adventures in American Lit,* textbook ➢ *The United States in Literature,* textbook ➢ *Elements of Literature: Essentials of American Literature*, textbook	<u>Summative Assessment</u> College Prep ➢ Students will be given articles on the psychologies of fear and faith with guiding questions to create a narrative/dialogue which illustrates how individuals are affected by faith/fear using information learned from provided sources. ➢ Constructed responses: Infer the cause and effect fear has on a character. Cite text evidence to support your analysis. Honors ➢ Students will research events in American history and in our present day which reveal the dangerous results when fear drives behavior. In an academic argument, students will respond to Miller's concern that we grow "tired of thinking and invite in the instincts". ➢ Constructed responses: Infer the cause and effect fear has on a character. Cite text evidence to support your analysis. <u>Formative Assessments</u> ➢ Various homework assignments, classwork assignments, quizzes, tests, discussions, and optional assessments.
Reading Progression 1	**Reading Progression 2**	**Reading Progression 3**
Learning Targets: Students can analyze diction to determine the tone of a text.	**Learning Targets:** Students can infer a character's tone from the context of a text.	**Learning Targets:** Students can use tone to interpret character traits.
Writing Progression 1	**Writing Progression 2**	**Writing Progression 3**
Learning Targets: Students can outline a narrative/dialogue that utilizes the basic parts of a story: exposition, conflict, rising action, climax, falling action, and resolution.	**Learning Targets:** Students can use imagery to describe a character's thoughts, feelings, and actions in a narrative.	**Learning Targets:** Students can write a clear narrative/dialogue using a traditional story structure, employing devices such as dialogue, figurative language, tone, and mood.

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UNIT 2: The Price of Individualism

Subject: **Grade:** **Time Frame:**	**English** **11** **6 weeks Early October - Mid November**
Overarching Standards	**Connecticut Core State Standards English Language Arts and Literacy (CCSS)** Reading Standards for Literature (R.L.) Reading Standards for Informational Text (R.I.) Writing Standards (W) Speaking and Listening Standards (S.L.) Language Standards (L.)
Essential Questions	1. How much of a priority is independence? How does the priority change based upon external circumstances? 2. What is the appropriate way to balance individual and group identify? 3. What is the "American" identify?
Enduring Understandings	1. Individual identity is important. 2. One doesn't have to give up the "self" to become a part of the "whole". 3. When one is not proactive, his/her identity is shaped by external forces.
Priority Standards	**CC.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. **CC.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. **CC.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **CC.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. **CC.RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). **CC.W.11-12.1a** 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. **CC.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. **CC.L.11-12.3a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

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Supporting Standards	**CC.RL.11-12.2** 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
	CC.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	CC.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).
	CC.RI.11-12.2 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.
	CC.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	CC.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	CC.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
	CC.RI.11-12.9 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.
	CC.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
	CC.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	CC.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	CC.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	CC.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	CC.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	CC.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.
	CC.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	CC.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Performance Expectations (Student outcomes)	Students Will: ● Assess the rhetoric of multiple authors ● Analyze philosophical debates through literature ● Develop beliefs about the impact of society on the individual and human nature ● Formulate an argument citing texts read in the course ● Revise an argument to effectively explain an opinion, support that opinion with evidence, and refute counterclaims. ● Appropriately employ new vocabulary into speech and writing.

Suggested Strategies/Modes	Suggested Materials/Resources	Assessments
1. Satire analysis organizer 2. Socratic seminar/fishbowl discussion on human nature and the impact of society on the individual 3. Word clouds of the American Identity through time 4. Create "Thoreau-ean" epigrams about the negative effects of modern technology 5. Create "Franklin-ean" aphorisms that reveal ideal American qualities 6. Words in context: connotation in "I hear America Singing"	**College Prep:** ➢ "Witch Trial at Mount Holly" by Benjamin Franklin ➢ "Moral Perfection" from *The Autobiography* by Benjamin Franklin ➢ Aphorisms, from *Poor Richard's Almanack* ➢ "What is an American?" by J Hector St. John Crevecoeur ➢ "I Hear America Singing" by Walt Whitman ➢ "Self-Reliance" by Ralph Waldo Emerson ➢ "Why I Went into the Woods" by Henry David Thoreau ➢ "What Redburn Saw in Lancelot's Hey" by Herman Melville **Honors:** ➢ "Witch Trial at Mount Holly" by Benjamin Franklin ➢ From *The Autobiography* by Benjamin Franklin ➢ Aphorisms, from *Poor Richard's Almanack* ➢ "What is an American?" by J Hector St. John Crevecoeur ➢ "What does it mean to be an American? by Jose Antonio Vargas ➢ "I Hear America Singing" by Walt Whitman ➢ "Self-Reliance" by Ralph Waldo Emerson ➢ "Why I Went into the Woods" by Henry David Thoreau ➢ "Young Goodman Brown" by Nathaniel Hawthorne	<u>Summative Assessment:</u> College Prep ➢ Argument: Can society's rules and traditions be seen as both helping and hindering the individual? Students will develop their argument with reference to text from the unit as well as to contemporary examples of the clash between society and an individual. Honors ➢ What are the limitations of a fully free society? Students will develop an argument which takes a critical look at how American society has been influenced by the ideals of the Transcendentalists (Emerson/Thoreau). What is their legacy? How close are we today to a society which has balanced the needs of the individual with the demands of society?

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	Additional Resources ➢ *The Pursuit of Happiness* directed by Gabriele Muccino ➢ "The Declaration of Independence" ➢ "The Bill of Rights" ➢ Contemporary commentary from Time magazine, NPR, The Atlantic, etc. ➢ Textbook: *Adventures in American Literature, The United States in Literature, Elements of Literature: The Holt Reader*	
Reading Progression 1	**Reading Progression 2**	**Reading Progression 3**
Learning Target: Students can identify and interpret elements of satire in Benjamin Franklin's "A Witch Trial at Mt. Holly" to comprehend the author's purpose.	**Learning Target:** Students can trace a common theme through multiple texts, comparing their similarities and differences.	**Learning Targets:** Students can identify pieces of text evidence across multiple texts that discusses the relationship between the individual and society.
Writing Progression 1	**Writing Progression 2**	**Writing Progression 3**
Learning Target: Students can use multiple texts to develop an argument on the relationship between society and the individual.	**Learning Target:** Students can clearly introduce, present, and explain evidence to support a claim.	**Learning Target:** Students can develop and sustain an argument that support a claim about the relationship between society and the individual using valid reasoning, and relevant and sufficient evidence.

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UNIT 3: Art as an Advocate for Change

Subject: **Grade:** **Time Frame:**	**English** **11** **6 weeks Mid November – Early January**
CCSS **Overarching** **Standards**	**Literacy Standards (CCSS)** ● Reading Standards for Literature (R.L.) ● Reading Standards for Informational Text (R.I.) ● Writing Standards (W) ● Speaking and Listening Standards (S.L.) ● Language Standards (L)
Essential **Questions**	● What makes different forms of art an effective tool for bring about change in society? ● How can individuals and groups effect change in our government?
Enduring **Understandings**	● Literature, poetry, art, and film can be used to advocate for a cause. ● There are many methods to having your voice heard in a democratic society.
Priority **Standards**	**CC.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. **CC.RL.11-12.2** 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 **CC.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. **CC.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. **CC.RI.11-12.7** 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.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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Supporting Standards	**CC.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). **CC.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. **CC.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CC.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.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 **CC.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Performance Expectations: (Student outcomes)	**Students will**: ● Interpret the major themes or ideas of texts, poems, songs, and pieces of art. ● Evaluate the effect of different artistic mediums (i.e. literature, music, art). ● Assess the ability of literature, poetry, art, and music to bring about change. ● Research people and works from the Harlem Renaissance. ● Manipulate words to fit into different parts of speech or contexts. ● Revise their writing to improve logic and cohesion.

Suggested Strategies/Instructional	Suggested Materials/Resources	Assessments
1. 5H W Summarizing Organizer for "What the Black Man Wants" 2. Rhetorical Technique checklist for "I Have a Dream" 3. Graphic organizer showing common theme through multiple texts	**College Prep:** ➢ Selected poems by Emily Dickinson including but not limited to "Hope is the Thing with Feathers", "I'm Nobody! Who are you?, and "Publication---is the Auction" ➢ "The Story of an Hour" by Kate Chopin ➢ "What the Black Man Wants" by Frederick Douglass ➢ "Ain't I a Woman? By Sojourner Truth ➢ "I Have a Dream" by Martin Luther King Jr ➢ "Strange Fruit" Billie Holiday ➢ A Harlem Renaissance Retrospective: Connecting Art, Music, Dance and Poetry (http://www.readwritethink.org/classroom-resources/lesson-plans/harlem-renaissance-retrospective-connecting-	<u>Summative Assessment</u> College Prep ➢ Harlem Renaissance Project: Research a figure from the Harlem Renaissance. Interpret how one of his or her works helped the cause of the African Americans fight for Civil Rights. Evaluate how effective this medium is for expressing one's opinions/beliefs. Honors ➢ Harlem Renaissance Project: Choose an artist from the Harlem Renaissance to research and analyze how his or her body of work influenced the movement towards equal opportunity for all. Presentation of research and analysis is through student designed website.

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Honors:
➢ Selected poems by Emily Dickinson including but not limited to "Hope is the Thing with Feathers", "I'm Nobody! Who are you?, and "Publication---is the Auction"
➢ "The Story of an Hour" by Kate Chopin
➢ "What the Black Man Wants" by Frederick Douglass
➢ "I Know Why the Caged Bird Sings" and "We Wear the Mask" by Paul Laurence Dunbar
➢ "I, Too, Sing America" by Langston Hughes
➢ "Ain't I a Woman? By Sojourner Truth
➢ "I Have a Dream" by Martin Luther King Jr
➢ A Harlem Renaissance Retrospective: Connecting Art, Music, Dance and Poetry (http://www.readwritethink.org/classroom-resources/lesson-plans/harlem-renaissance-retrospective-connecting-252.html)

Addtional Resources
➢ *Selma* directed by *(2014)*
➢ *Loving* directed by Jeff Nichols
➢ *Hidden Figures* directed by Theodore Melfi
➢ *Fences* directed by Denzel Washington
➢ *The Secret Life of Bees* by Sue Monk Kidd
➢ *I Know Why the Caged Bird Sings* by Maya Angelou
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Formative Assessments
➢ Various homework assignments, classwork assignments, quizzes, tests, discussions, and optional assessments.
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<tr>
<td align="center">**Reading Progression 1**</td>
<td align="center">**Reading Progression 2**</td>
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<td>**Learning Targets:** Students can analyze the similarities in theme between multiple pieces by one author.</td>
<td>**Learning Targets:** Students can identify rhetorical techniques used in literature, poetry, music, and other art forms.</td>
<td>**Learning Targets:** Students can infer how fine arts from the Harlem Renaissance helped bring about change.</td>
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Writing Progression 1	Writing Progression 2	Writing Progression 3
Learning Targets: Students can use research to develop a biography of a character from the Harlem Renaissance.	**Learning Targets:** Students can write an analysis of the works produced by a figure from The Harlem Renaissance, identifying evidence that shows the ideas being expressed to bring about change.	**Learning Targets:** Students can analyze the impact of an author's, musicians, or artist's work on bringing about change in society.

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UNIT 4: The Tension Among Optimism, Opportunity, and Reality

Subject: Grade: Time Frame:	English 11 6 weeks Mid-January - February
CCSS Overarching Standards	**Literacy Standards (CCSS)** ● Reading Standards for Literature (R.L.) ● Reading Standards for Informational Text (R.I.) ● Writing Standards (W) ● Speaking and Listening Standards (S.L.) ● Language Standards (L)
Essential Questions	● How has the idea of the American Dream developed and changed over time? ● Is America really "the land of opportunity" or is the American Dream a myth?
Enduring Understandings	● Many people believe that the United States offers more opportunities for people to achieve prosperity and happiness than other places in the world. ● Both internal and external factors determine whether one can achieve their dreams. ● "The American Dream" is a common theme in American literature and pop-culture.
Priority Standards	**CC.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. **CC.RL.11-12.2** 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 **CC.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. **CC.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.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. **CC.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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Supporting Standards	**CC.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CC.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.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. **CC.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Performance Expectations **(Student outcomes)**	**Students will**: • Define the "American Dream". • Compare and contrast multiple pieces of literature with a similar theme. • Analyze how the American Dream changes over time. • Interpret the reality of the American Dream. • Connect *The Great Gatsby* and *Of Mice and Men* to modern literature, poetry, music, art, and film. • Revise writing to improve language and usage. • Appropriately apply new vocabulary to various writing assignments.

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Suggested Strategies/Modes	Suggested Materials/Resources	Assessments
1. Unpacking quotes/passages 2. Flip grid/Written Reader Responses 3. Quotation Mingle/Speed-dating important quotes 4. Two-column notes (quote/analysis) 5. Text annotation/active reading	**College Prep:** ➢ "To a Mouse" by Robert Burns ➢ *Of Mice & Men* by John Steinbeck ➢ *The Great Gatsby by F. Scott Fitzgerald* ➢ "Richard Cory" *by Edwin Arlington Robinson* **Honors:** ➢ *The Great Gatsby* by F. Scott Fitzgerald ➢ *Death of a Salesman* by Arthur Miller ➢ "Richard Cory" by Edwin Arlington Robinson **Additional Resources** ➢ *The Great Gatsby* directed by Baz Luhrmanh ➢ *Of Mice and Men* directed by Gary Sinise	<u>Summative Assessment</u> College Prep ➢ Synthesis: Reflect on the reality or myth of the American Dream using literature, music, art, film, and biographical sources. Compare the dreams portrayed in your selection to the dreams of the main characters in *The Great Gatsby* and *Of Mice and Men*. Discuss how the American Dream has changed throughout these time periods. Honors ➢ Synthesis: How has the American Dream changed throughout the course of history? Use *The Death of a Salesman* and *The Great Gatsby*, plus two additional texts from previous units and a contemporary example (poetry, literature, music, or film) to support your argument. <u>Formative Assessments</u> ➢ Various homework assignments, classwork assignments, quizzes, tests, discussions, and optional assessments.
Reading Progression 1	**Reading Progression 2**	**Reading Progression 3**
Learning Target: Students can identify important quotes from the text and unpack it to identify the explicit and implicit meaning.	**Learning Target:** Students can choose a passage to analyze the language (diction, syntax, figurative language) and find deeper meaning.	**Learning Targets:** Students can compare and contrast the thematic elements of *The Great Gatsby*, *The Death of a Salesman*, and/or *Of Mice and Men*
Writing Progression 1	**Writing Progression 2**	**Writing Progression 3**
Learning Target: Students can write about a modern piece of literature, poetry, film, or music that shares thematic elements with the text, making several connections between the lyrics and specific parts of the text.	**Learning Target:** Students can develop their own opinion about the myth or reality of the American dream.	**Learning Target:** Students can modify an argument to honor other points of view and indicating conditions under which their argument holds true.

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UNIT 5: The Cost of Fighting

Subject: **Grade:** **Time Frame:**	**English** **11** **6 weeks March - Mid April**
CCSS **Overarching Standards**	**Literacy Standards (CCSS)** ● Reading Standards for Literature (R.L.) ● Reading Standards for Informational Text (R.I.) ● Writing Standards (W) ● Speaking and Listening Standards (S.L.) ● Language Standards (L)
Essential Questions	● Why do people sacrifice their lives to protect their country? ● What justifies fighting? ● What effect does tragedy have on humans?
Enduring Understandings	● Violence and war are part of the human condition. ● People will go to extraordinary lengths to stand up for what they believe in. ● Tragedy affects people in different ways.
Priority Standards	**CC.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. **CC.RL.11-12.2** 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 **CC.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **CC.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.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. **CC.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
Supporting Standards	**CC.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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	CC.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CC.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.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. **CC.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Performance Expectations **(Student outcomes)**	**Students will:** ● Interpret the effects of fighting/violence on the human psyche. ● Distinguish between justified and unjustified uses of force. ● Apply their beliefs to authentic writing assignments. ● Revise their writing to improve their rhetorical purposes. ● Use new vocabulary to enhance rhetoric.

Suggested Strategies/Instructional	Suggested Materials/Resources	Assessments
1. Diagnose Characters in "The Things they Carried" with PTSD 2. Figurative techniques as rhetorical devices 3. Text annotation/active reading 4. Analyze meaning of slang terms in context 5. Research psychological effects of warfare	**College Prep:** ➢ "The American Crisis" by Thomas Paine ➢ The poetry of Walt Whitman, including but not limited to "Beat! Beat! Drums!", "Reconciliation", "A March in the Ranks Hard-Prest, and the Road Unknown" and "When Lilacs Last in the Dooryard Bloomed" ➢ *The Things They Carried* by Tim O'Brien ➢ "In Another Country" by Ernest Hemingway **Honors:** ➢ *"*The American Crisis" by Thomas Paine ➢ The poetry of Walt Whitman, including but not limited to "Beat! Beat! Drums!", "Reconciliation", "A March in the Ranks Hard-Prest, and the Road Unknown" and "When Lilacs Last in the Dooryard Bloomed" ➢ *The Things They Carried* by Tim O'Brien ➢ "Soldier's Home" by Ernest Hemingway ➢ Poetry of Walt Whitman, including but not limited to "Beat! Beat! Drums!",	<u>Summative Assessment</u> College Prep ➢ RAFT: Create a product such as a letter to a senator/congressperson, military recruitment, or speech that requires the student to support their opinion on whether fighting is justified or unjustified, referencing one of the texts from the unit to support their answer. Honors ➢ RAFT: Research current conflicts or potential future conflicts in which the United States is or may be involved. Create a product such as a letter to a senator/congressperson, military recruitment, that requires the student to differentiate between what makes fighting this conflict justified or unjustified, referencing multiple texts from the unit to support their opinion. <u>Formative Assessments</u>

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	"Reconciliation", "A March in the Ranks Hard-Prest, and the Road Unknown" and "When Lilacs Last in the Dooryard Bloomed" **Additional Resources** ➢ *A Farewell to Arms* by Hemingway ➢ "The Most Dangerous Game " by Richard Connell ➢ "An Episode of War" by Stephen Crane ➢ American Sniper directed by Clint Eastwood ➢ English Teacher Folder in Google Drive ➢ *Adventures in American Lit,* textbook ➢ *The United States in Literature,* textbook ➢ *Elements of Literature: Essentials of American Literature,* textbook	➢ Various homework assignments, classwork assignments, quizzes, tests, discussions, and optional assessments.
Reading Progression 1	**Reading Progression 2**	**Reading Progression 3**
Learning Target: Student can analyze characters for symptoms of PTSD and provide a diagnosis by citing evidence from *The Things They Carried* and an informational article about PTSD.	**Learning Target:** Students can make inferences about character changes and develop empathy for an experience that isn't their own.	**Learning Target:** Students can recognize the need for and access varied reading skills for multiple kinds of texts.
Writing Progression 1	**Writing Progression 2**	**Writing Progression 3**
Learning Target: Students can voice their opinion by using the proper format.	**Learning Target:** Students can use proper diction and voice in addressing a varied audience.	**Learning Target:** Students can advocate for a specific plan of action, including developing detailed support for a specific point of view.

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UNIT 6: The Future of Freedom

Subject: **Grade:** **Time Frame:**	**English** **11** **6 weeks Mid-April - June**
CCSS **Overarching Standards**	**Literacy Standards (CCSS)** ● Reading Standards for Literature (R.L.) ● Reading Standards for Informational Text (R.I.) ● Writing Standards (W) ● Speaking and Listening Standards (S.L.) ● Language Standards (L)
Essential Questions	● How has modern technology impacted the freedom of individuals? ● How has modern technology shaped the American identity? ● Do the benefits of new technologies outweigh the drawbacks?
Enduring Understandings	● Many forms of modern technology cause users to sacrifice privacy. ● Improved communications allow individuals to easily communicate with people around the world, which is reshaping the American identity. ● New technologies have both positive and negative consequences.
Priority Standards	**CC.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. **CC.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **CC.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.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. **CC.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
Supporting Standards	**CC.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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	CC.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **CC.L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.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. **CC.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Performance Expectations: (Student outcomes)	**Students will:** ● Identify the positive and negative effects of technology as shown through literature. ● Effectively research the benefits and drawbacks of a modern technology or a potential future technological innovation. ● Infer the future impact of a modern technology or potential future technological innovation on mankind. ● Evaluate the impact of technology on the individual and society. ● Compose a research project defending a claim with evidence from multiple cited, reliable sources. ● Revise their writing to improve the economy of word choice and to ensure consistency of style and tone. ● Include proper context to increase clarity when writing with new vocabulary.

Suggested Strategies/Modes	Suggested Materials/Resources	Assessments
1. Socratic/fishbowl discussion on the impacts of technology 2. CEI Responses exploring deeper meaning in the text 3. Written discussion on important quotes/passages 4. Group reading roles	**College Prep:** ➢ "Harrison Bergeron" or "Epicac" by Kurt Vonnegut Jr ➢ Selection of commentary on the effects of modern technology (*Alone Together* by Sherry Turkle for example) **Honors:** ➢ "The Birthmark" or "Rappaccini's Daughter" by Nathaniel Hawthorne ➢ Selection of commentary on the effects of modern technology (*Alone Together*, by Sherry Turkle for example) **Additional Resources:** *Feed* by M.T. Anderson *Never Let Me Go* directed by Mark Romanek	Summative Assessment College Prep ➢ Research Assignment: Students will research the positive and negative effects of a specific modern technology chosen from a list and argue whether it has a positive or negative effect on humans. Honors ➢ Research Assignment: Students will research current technological innovations and apply what they learn to predict the future impact it will have on humans. Formative Assessments ➢ Various homework assignments, classwork assignments, quizzes, tests, discussions, and optional assessments.

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Reading Progression 1	Reading Progression 2	Reading Progression 3
Learning Target: Students can identify the central conflict driving the plot and analyze its development throughout the course of the text.	**Learning Target:** Students can interpret the author's purpose for the actions of the characters in the texts.	**Learning Target:** Students can make multiple connections between themes in the text and the real world.
Writing Progression 1	**Writing Progression 2**	**Writing Progression 3**
Learning Target: Students can access, evaluate, and cite sources found in research on the impact of modern technology.	**Learning Target:** Students can develop an argument that requires them to support a claim using evidence from multiple, credible resources.	**Learning Target:** Students can engage readers in their argument by evaluating the impact of a specific technology on humanity and describing how it can affect the individual.

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