

# ENGLISH 21

## Description

This course, designed around six thematic units, asks students to move beyond themselves and their own interests as they intellectually engage with large social and philosophical questions. Students learn that literature responds to the questions which life raises for them as they venture out into the world and serves as an impetus for their own growth. In this course, students develop as readers by focusing on literary craft as they analyze texts and create texts of their own. Students will analyze the craft of allegory, fiction, drama, and poetry and write formal pieces in each of these genres. Both their reading and writing experiences prepare students for taking a critical stance about literature. Students entering English 21 already demonstrate competence in expository, inventive, and narrative forms of writing as a means of responding to literature and supporting positions. In this course, through a developmental writing program, students will demonstrate an increasing appreciation of the ways in which authors' style inform meaning and express their appreciation in independent, inferential thinking. In addition to frequent informal writing assignments, designed to help students to process and develop their ideas and responses to literature, students will produce formal expository pieces, including thesis-driven essays, exploratory essays, narrative of thought essays, and research-based presentations.

## Course Overview

### Course Goals

Students should:

- connect works of literature to one another and larger social and philosophical question.
- develop and broaden the modes of writing with which they are proficient.
- recognize and appreciate writers' craft through literary analysis and apply that knowledge in their own writing.
- challenge their own perceptions and understandings through interaction with literature, writing, and participating in collaboration.
- focus on critical stance as they read texts and produce texts of their own.
- think inductively, deductively, and narratively as they read and write.
- collaborate to deepen and broaden individual thinking about texts and to evaluate ideas.
- develop and extend their love of language as

### Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Assessments

*Common Assessments*

*Skill Assessments*

they read and write.		
<p><b>Content Outline</b></p> <p>I. <a href="#">Unit 1</a> – Acquisition of Knowledge and Loss of Innocence</p> <p>II. <a href="#">Unit 2</a> - Individual Desire and Social Responsibility</p> <p>III. <a href="#">Unit 3</a> - The Ideal Society</p> <p>IV. <a href="#">Unit 4</a> - Understanding of What Constitutes Humanity</p> <p>V. <a href="#">Unit 5</a> - Responding to Literature and Editing and Revising</p> <p>VI. <a href="#">Unit 6</a> - Defining Love</p> <p>VII. <a href="#">Unit 7</a> - The Nature of Art</p>	<p><b>Standards</b></p> <p><a href="#">State of Connecticut English Language Arts Curriculum Frameworks</a></p> <p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i>  <b>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</b></p> <p><i>Exploring and Responding to Literature</i>  <b>Students read and respond to classical and contemporary texts from many cultures and literary periods.</b></p> <p><i>Communicating with Others</i>  <b>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</b></p> <p><i>Applying English Language Conventions</i>  <b>Students apply the conventions of Standard English in oral and written communication.</b></p>	<p><b>Grade Level Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Pacing Guide**

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period
September	October	November	December	January	February	March	April	May	June
Unit 1  <u>Acquisition of Knowledge and Loss of Innocence</u>  3-6 weeks	Unit 2  <u>Individual Desire and Social Responsibility</u>  5-6 weeks	Unit 3  <u>The Ideal Society</u>  4 weeks	Unit 4  <u>Understanding of What Constitutes Humanity</u>  4-6 weeks	Unit 5  <u>Responding to Literature and Editing and Revising</u>  2-3 weeks	Unit 6  <u>Defining Love</u>  6 weeks	Unit 7  <u>The Nature of Art</u>  4 weeks			

## Unit 1: Acquisition of Knowledge and Loss of Innocence, 3-6 weeks [top](#)

### Standards

#### *Reading and Responding*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will:

- analyze the meaning of words and phrases in context.

#### *Exploring and Responding to Literature*

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

#### *Communicating with Others*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- listen to or read a variety of genres to use as models for writing in different modes.
- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- revise texts for organization, elaboration, fluency and clarity.
- publish and/or present final products in a myriad of ways, including the use of the arts and technology.

#### *Applying English Language Conventions*

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

### Unit Objectives

### Essential Questions

### Assessments

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize and analyze their own assumptions and question their thinking through collaboration.</li> <li>• process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses.</li> <li>• connect with texts through initial written responses and extend that thinking through finalized written responses.</li> <li>• apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts.</li> <li>• recognize and analyze archetypal Paradise and Fall in literature.</li> <li>• identify essential elements of allegory and determine how its conventions function in texts.</li> <li>• explore the positive and negative outcomes of loss of innocence.</li> <li>• develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.</li> <li>• integrate textual support in order to support and embellish their thesis statements.</li> <li>• demonstrate through collaboration deductive thinking in highly effective, non-formulaic ways.</li> <li>• demonstrate familiarity with words, unfamiliar to them, drawn from literary texts.</li> <li>• demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we understand what we read?</li> <li>• How does literature enrich our lives?</li> <li>• How do we write, speak and present effectively?</li> <li>• How do we use the English language appropriately to speak and write?</li> </ul> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is the relationship between acquisition of knowledge and loss of innocence?</li> <li>• How is reading a strategy for writing and writing a strategy for reading?</li> </ul>	<ul style="list-style-type: none"> <li>• An original allegory based on loss of innocence</li> <li>• Literary analysis, demonstrating deductive thinking</li> </ul>
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		<p><b><u>Skill Objective</u></b> Students will:</p> <ul style="list-style-type: none"><li>• demonstrate understanding of compound sentences, including use of comma and semicolon.</li></ul>
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## Unit 2: Individual Desire and Social Responsibility, 5-6 weeks [top](#)

### Standards

#### *Reading and Responding*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

#### *Exploring and Responding to Literature*

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.

#### *Communicating with Others*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- revise texts for organization, elaboration, fluency and clarity.

#### *Applying English Language Conventions*

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

### Unit Objectives

Students will be able to:

- recognize and analyze their own assumptions and question their thinking through collaboration.
- process and analyze ideas, literature, and

### Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Assessments

- Original dramatic scene
- Literary analysis, demonstrating deductive thinking

<p>class discussions through initial responses, note-taking, and finalized responses.</p> <ul style="list-style-type: none"> <li>• connect with texts through initial written responses and extend that thinking through finalized written responses.</li> <li>• articulate their personal, social, and moral/ethical responsibilities.</li> <li>• analyze the conflict between desire and responsibility in the lives of characters in literature.</li> <li>• determine the psychological motivations of the characters as they try to resolve the conflicts within the texts.</li> <li>• demonstrate how character is revealed through dialogue.</li> <li>• analyze symbolic implications of elements of drama including setting, props, stage directions and music.</li> <li>• formulate thematic or philosophic questions from a text as they read.</li> <li>• apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts.</li> <li>• develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.</li> <li>• integrate textual support in order to support and embellish their thesis statements.</li> <li>• demonstrate through collaboration deductive thinking in highly effective, non-formulaic ways.</li> </ul>	<p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we reconcile individual desire and social responsibility?</li> <li>• How is reading a strategy for writing and writing a strategy for reading?</li> </ul>	
		<p><b><u>Skill Objective</u></b> Students will:</p>



		<ul style="list-style-type: none"><li>• demonstrate appropriate use of passive and active voice.</li></ul>
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### Unit 3 - The Ideal Society, 4 weeks [top](#)

#### Standards

##### *Reading and Responding*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

##### *Exploring and Responding to Literature*

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.
- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will:

- evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

##### *Communicating with Others*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- listen to or read a variety of genres to use as models for writing in different modes.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.
- research information from multiple sources for a specific purpose.

##### *Applying English Language Conventions*

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

#### Unit Objectives

#### Essential Questions

#### Assessments

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize and analyze their own assumptions and question their thinking through collaboration.</li> <li>• process and analyze ideas, literature, and class discussions through initial responses, note-taking, and finalized responses.</li> <li>• identify how authors use literary devices such as tone, irony, and satire to construct social criticism.</li> <li>• distinguish between utopia and dystopia.</li> <li>• analyze dystopian literature as it relates to social commentary.</li> <li>• explain how dystopian literature illuminates the conflict between the individual and society.</li> <li>• analyze social criticism in contemporary non-fiction.</li> <li>• connect with texts through initial written responses and extend that thinking through finalized responses.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we understand what we read?</li> <li>• How does literature enrich our lives?</li> <li>• How do we write, speak and present effectively?</li> <li>• How do we use the English language appropriately to speak and write?</li> </ul> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is the ideal society?</li> <li>• How is reading a strategy for writing and writing a strategy for reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation using technology (e.g. PowerPoint, video) which asks students to look critically at a society</li> <li>• Written and/or spoken text for visual presentation</li> </ul>
		<p><b>Skill Objective</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate appropriate use of the apostrophe with nouns and the possessive case with pronouns and the use of colon and semi-colon.</li> </ul>

## Unit 4 – Understanding of What Constitutes Humanity, 4-6 weeks [top](#)

### **Standards**

#### ***Reading and Responding***

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

**Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.**

Students will:

- analyze the meaning of words and phrases in context.

#### ***Exploring and Responding to Literature***

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.
- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will:

- analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.
- discuss how the experiences of a reader influence the interpretation of a text.

#### ***Communicating with Others***

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- research information from multiple sources for a specific purpose.

#### ***Applying English Language Conventions***

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

<p><b><u>Unit Objectives</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize and analyze their own assumptions and question their thinking through collaboration.</li> <li>• process and analyze ideas, literature, and class discussions through initial responses, note-taking, and finalized responses.</li> <li>• connect with texts through initial written responses and extend that thinking through finalized written responses.</li> <li>• analyze connotations of the words civil, savage, darkness, third world, primitive, man, woman, human, beast</li> <li>• analyze the ways that their individual cultural perspectives shape their reactions to literature.</li> <li>• recognize that the text is a cultural construct and analyze the way in which the settings, characters, and conflicts reveal particular perspectives of the human experience.</li> <li>• research outside sources to challenge their perspectives and develop deeper interpretations of the texts.</li> <li>• identify the elements of Shakespearian tragedy and understand how its conventions function in a dramatic work.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do we understand what we read?</li> <li>• How does literature enrich our lives?</li> <li>• How do we write, speak and present effectively?</li> <li>• How do we use the English language appropriately to speak and write?</li> </ul> <p><b><u>Focus Question</u></b></p> <ul style="list-style-type: none"> <li>• What constitutes humanity?</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Research-based analysis</li> </ul>
		<p><b><u>Skill Objective</u></b> Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate appropriate use of transitions in narrative, analytical, and persuasive writing.</li> </ul>

**Unit 5 - Responding to Literature and Editing and Revising, 2-3 weeks [top](#)**

**Standards**

*Exploring and Responding to Literature*

**Students explore multiple responses to literature.**

Students will:

- develop a critical stance and cite evidence to support the stance.

**Unit Objectives**

Students will be able to:

- analyze personal strengths and weaknesses with dimensions of CAPT Response to Literature.
- demonstrate proficiency in the dimension of CAPT Response to Literature.
- analyze personal strengths and weaknesses for CAPT Editing and Revising.
- demonstrate proficiency for CAPT Editing and Revising.

**Essential Questions**

- How does literature enrich our lives?

**Focus Question**

- How is reading a strategy for writing and writing a strategy for reading?

**Assessments**

- CAPT practice tests – Response to Literature and Editing and Revising
- Original short story in CAPT style

**Skill Objective**

Students will:

- demonstrate test-taking strategies for CAPT Response to Literature and CAPT Editing and Revising.

## Unit 6 - Defining Love, 6 weeks [top](#)

### **Standards**

#### ***Reading and Responding***

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

#### ***Exploring and Responding to Literature***

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.
- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

#### ***Communicating with Others***

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- revise texts for organization, elaboration, fluency and clarity.

#### ***Applying English Language Conventions***

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

### **Unit Objectives**

Students will be able to:

- recognize and analyze their own assumptions and question their thinking through collaboration.
- process and analyze ideas, literature, and

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language

### **Assessments**

- Original adaptation of a classic love story
- Narrative of thought, drawing on ideas expressed in the text

<p>class discussions through initial responses, note-taking, and finalized responses.</p> <ul style="list-style-type: none"> <li>• connect with texts through initial written responses and extend that thinking through finalized written responses.</li> <li>• identify prior understanding of love and deepen that definition with new concepts of love through texts which challenge the definitions of love.</li> <li>• identify and analyze various kinds of love (familial, romantic, friendship, etc).</li> <li>• identify the elements of Shakespearian comedy and understand how its conventions function in a dramatic work.</li> <li>• compare a classic love story to a modern adaptation of that story and articulate the devices artists use in order to make those adaptations.</li> <li>• formulate thematic or philosophic questions from a text as they read.</li> <li>• generate inquiry about those questions.</li> <li>• recognize and use stylistic tools to enhance their personal voice in writing.</li> <li>• explore possibilities for defining love.</li> <li>• process and analyze ideas, texts, and collaboration through initial and finalized responses to literature.</li> </ul>	<p>appropriately to speak and write?</p> <p><b>Focus Question</b></p> <ul style="list-style-type: none"> <li>• How is reading a strategy for writing and writing a strategy for reading?</li> </ul>	
		<p><b>Skill Objectives</b> Students will:</p> <ul style="list-style-type: none"> <li>• place modifiers correctly.</li> <li>• punctuate complex sentences.</li> </ul>



**Unit 7 - The Nature of Art, 4 weeks [top](#)**

**Standards**

***Reading and Responding***

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will:

- identify, use and analyze text structures.

***Exploring and Responding to Literature***

**Students recognize how literary devices and conventions engage the reader.**

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.
- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

***Communicating with Others***

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will:

- write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

***Applying English Language Conventions***

**Students use Standard English for composing and revising written text.**

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

**Unit Objectives**

Students will be able to:

- recognize and analyze their own assumptions and question their thinking through collaboration.
- process and analyze ideas, literature, and

**Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

**Assessments**

- Original poetry
- Narrative of thought, drawing from the ideas expressed in text

<p>class discussions through initial responses, note-taking, and finalized responses.</p> <ul style="list-style-type: none"> <li>• connect with texts through initial written responses and extend that thinking through finalized written responses.</li> <li>• identify and analyze prior understanding of poetry and deepen that understanding with new concepts of poetry through texts (audio, visual, written) which challenge the definition of poetry.</li> <li>• build a vocabulary for style and craft in the genre of poetry.</li> <li>• recite a poem aloud, honoring punctuation, line breaks and intonation.</li> <li>• recognize and apply stylistic conventions of poetry.</li> <li>• develop interpretations of poetry by learning to “savor” words and ideas.</li> <li>• determine what makes a poem “good”.</li> </ul>	<p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is the artist’s relationship to society?</li> <li>• How is reading a strategy for writing and writing a strategy for reading?</li> </ul>	
		<p><b><u>Skill Objective</u></b> Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate proficiency in using parallel structure.</li> </ul>