

ENGLISH 22

Description

The literary selections for this course focus on key themes in literature: defining family, reconciling personal desires with responsibilities, the acquisition of knowledge and the loss of innocence, decisions and their consequences, expressing personal beliefs, and celebrating life. Building on their interpretive strategies that they learned in 9th Grade, students will extend their analysis of texts by examining literary craft. Students will evaluate the literary devices of drama, fiction, non-fiction, and poetry in order to build a repertoire of knowledge about stances about texts. They will continue and expand upon their ability to use textual evidence to support their claims and illustrate their points. As writers, students will use their knowledge of craft to improve their own writing, especially as they write the memoir and a short story. With expository writing, students will write an exploratory essay, a thesis-based essay, and a persuasive essay. They will learn to create a critical stance about the literature they read. Students will write in expository, inventive, and narrative forms as means of responding to literature and supporting their positions.

Course Overview

Course Goals

Students should:

- express their personal beliefs and explore the reasons behind them.
- connect works of literature to one another, to their own lives, and to larger social issues.
- develop an awareness of audience in their own writing.
- use textual evidence effectively, in order to support their claims and illustrate their points.
- recognize and appreciate writers' craft through literary analysis and apply that knowledge in their own writing.
- think inductively, deductively, and narratively as they read and write.
- recognize and challenge their perceptions and understandings as they read literature and produce texts of their own.
- collaborate to deepen and broaden individual thinking about texts and to evaluate ideas.
- focus on critical stance as they read texts and produce texts on their own.

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

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| <ul style="list-style-type: none"> • broaden their understanding and appreciation about the variety of human experiences. | | |
| <p><u>Content Outline</u></p> <p>I. Unit 1 – Acquisition of Knowledge and Loss of Innocence</p> <p>II. Unit 2 - Reconciling Personal Desire with Family Responsibility</p> <p>III. Unit 3 - Acquisition of Knowledge and Loss of Innocence</p> <p>IV. Unit 4 - Responding to Short Stories and Creating Short Stories</p> <p>V. Unit 5 - Understanding What Constitutes Humanity</p> <p>VI. Unit 6 - Celebration of Life</p> | <p><u>Standards</u></p> <p>State of Connecticut English Language Arts Curriculum Frameworks</p> <p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</p> <p><i>Exploring and Responding to Literature</i> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p> | <p>Grade Level Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • |

Pacing Guide

| Pacing Guide | | | | | | | | | |
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| 1st Marking Period | | 2nd Marking Period | | | 3rd Marking Period | | | 4th Marking Period | |
| September | October | November | December | January | February | March | April | May | June |
| Unit 1 | Unit 2 | | Unit 3 | | Unit 4 | | Unit 5 | | Unit 6 |
| <u>Acquisition of Knowledge and Loss of Innocence</u> | <u>Reconciling Personal Desire with Family Responsibility</u> | | <u>Acquisition of Knowledge and Loss of Innocence</u> | | <u>Responding to Short Stories and Creating Short Stories</u> | | <u>Understanding What Constitutes Humanity</u> | | <u>Celebration of Life</u> |
| 5 weeks | 4 weeks | | 6 weeks | | 4 weeks | | 5 weeks | | 6 weeks |

Unit 1: Acquisition of Knowledge and Loss of Innocence, 5 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.
- make and justify inferences from explicit and or implicit information.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- make, support and defend judgments about texts.

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 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:

- 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:

- demonstrate an understanding of what it

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?

Assessments

- On-going and frequent response to literature assignments, such as double-

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| <p>means to be a family.</p> <ul style="list-style-type: none"> • develop a personal response to literature. • form an initial understandings as they read by asking questions about the text articulating their confusions and surprises, and giving initial reactions to characters, events, and conflicts of the text. • develop an interpretation using textual evidence in a cohesive, well-organized essay. • apply literary devices (point of view, symbolism, figures of speech, methods of characterization) that best express their ideas as they write personal narratives. • demonstrate the understanding of a character. • demonstrate an understanding of symbolism in literature to create meaning. • demonstrate an understanding of point-of-view in literature to create meaning. • participate in collaboration in order to strengthen individual interpretations. • create interpretive and evaluative questions as they read. • use textual evidence to develop interpretations. • develop a thesis statement which is analytical rather than merely descriptive (e.g. Sue Monk Kidd uses the bee motif as a metaphor for Lily’s journey into adulthood is an analytical statement. The bees are a symbol in <i>The Secret Life of Bees</i> is a descriptive statement.) • write a cohesive essay with well-structured paragraphs, motivated by ideas rather than a specified number of paragraphs. | <ul style="list-style-type: none"> • How do we write, speak and present effectively? • How do we use the English language appropriately to speak and write? <p><u>Focus Question</u></p> <ul style="list-style-type: none"> • What defines a family? | <p>entry journals, initial and finalized responses, or quote analyses, which provide the foundation for a formal literary analysis</p> <ul style="list-style-type: none"> • Personal Narrative* • Thesis-based literary analysis* <p>* Indicates formal writing assignments through which writing is taught and which go through the steps of the writing process</p> |
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| <ul style="list-style-type: none"> • write a conclusion which does not repeat. • explain how a quotation from the text helps them to understand characters, conflicts, and themes. • make connections to a text with personal experience and with other texts. • evaluate the quality of a text, using evidence of craft or style. | | |
| | | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • organize their writing in logical and effective paragraphs. • identify and use effective transitions in narrative writing. • correctly use the apostrophe for possessive case. |

Unit 2: Reconciling Personal Desire with Family Responsibility, 4 weeks [top](#)

Standards

Reading and Responding

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

Students will:

- make and justify inferences from explicit and or implicit information.

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.
- 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:

- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- discuss the implications of conflicts between personal desire and family responsibility both in literature and in life.
- elaborate with specific examples from the text as they respond to literature.
- develop an understanding of the ways in which an author uses the conventions of drama: dialogue, stage directions, setting, music, and lighting.

Essential Questions

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

Focus Question

- How do people reconcile personal desire with family responsibility?

Assessment

- Inventive writing of original dramatic piece, such as an individual monologue, an individual one-act play, or a collaborative one-act play, which reflects the theme of individual desire vs. responsibility

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| <ul style="list-style-type: none"> • demonstrate their ability to collaborate. • make inferences to support an interpretation. • use the conventions of drama/film in their own writing. • form initial understandings as they read by asking questions about the text articulating their confusions and surprises, and giving initial reactions to characters, events, and conflicts of the text. • explain how a quotation from the text helps them to understand characters, conflicts, and themes. • make connections to a text with personal experience and with other texts. • evaluate the quality of a text, using evidence of craft or style. | | |
| | | <p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate correct pronoun case (including who and whom) and pronoun agreement. |

Unit 3 - Acquisition of Knowledge and Loss of Innocence, 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 interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

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.

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 how gaining knowledge contributes to the loss of innocence.
- define knowledge and innocence from their own experience.
- recognize their personal paradox

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?

Assessment

- Thesis-based literary analysis

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| <p>regarding their wanting to grow up and also remain children.</p> <ul style="list-style-type: none"> • reference literary texts as they explore ideas and support positions. • make personal connections to works of literature. • compose poetry as a means for exploring individual ideas and questions. • demonstrate how allusions are used to enhance the meaning of texts. • analyze poetry as a strategy for understanding film. • form initial understandings as they read by asking questions about the text articulating their confusions and surprises, and giving initial reactions to characters, events, and conflicts of the text. • explain how a quotation from the text helps them to understand characters, conflicts, and themes. • make connections to a text with personal experience and with other texts. • evaluate the quality of a text, using evidence of craft or style. | <p><u>Focus Question</u></p> <ul style="list-style-type: none"> • What is the relationship between the loss of innocence and the acquisition of knowledge? | |
| | | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • identify and use effective transitions in analytical writing. • identify and create compound sentences, including the correct use of commas, conjunctions, semi-colons, and colons. |

Unit 4 – Responding to Short Stories and Creating Short Stories, 4 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.

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.

Unit Objectives

Students will be able to:

- analyze personal strengths and weaknesses with dimensions of CAPT Response to Literature simulation.
- demonstrate proficiency in the four dimensions of CAPT Response to Literature
- analyze personal strengths and weaknesses with CAPT Editing and Revising.
- analyze short stories in terms of literary merit.
- form initial understandings as they read by asking questions about the text articulating their confusions and surprises, and giving initial reactions to characters, events, and conflicts of the text.
- explain how a quotation from the text helps them to understand characters, conflicts, and themes.
- make connections to a text with personal

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?

Focus Question

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

Assessments

- CAPT practice test
 - score the results
 - review answers and explain
 - revise responses to literature
 - review editing issues and revises additional sample
- Original short story in CAPT style

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| <p>experience and with other texts.</p> <ul style="list-style-type: none"> • evaluate the quality of a text, using evidence of craft or style. | | |
| | | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate test-taking strategies for CAPT Response to Literature and CAPT Editing and Revising. • take sample CAPT Editing tests and review results. • read a CAPT story and take marginal notes. • learn the process of elimination in test-taking. • write responses to all CAPT questions. <ul style="list-style-type: none"> ○ share examples ○ rewrite weak responses ○ share their responses |

Unit 5 - Understanding What Constitutes Humanity, 5 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.
- make and justify inferences from explicit and or implicit information.

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 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:

- 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.

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| <p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> • explain the motives behind ambition and the need for power. • analyze character motivations. • recognize philosophical ideas about human nature that the texts afford. • create evaluative, multi-layered questions about ideas that the texts afford. • complete an on-going assignment analyzing language and text. • develop an interpretation of language and text. • identify the difference between denotation and connotation. • explain how connotation affects meaning in literature. • write to consider a question from multiple perspectives in an essay. • explore ambiguities in an essay. • write an essay in which the structure follows a path of inquiry. • write a conclusion to an essay in which they communicate where they are in their inquiry although they may or may not reach a certain conclusion. • express “truth” as an inquiry that is fully conducted. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • 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? <p><u>Focus Question</u></p> <ul style="list-style-type: none"> • What constitutes humanity? | <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Exploratory Essay |
| | | <p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • identify and use complex sentences and punctuate then correctly. |

Unit 6 - Celebration of Life, 6 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- identify and discuss the underlying theme or main idea in texts.

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:

- 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.

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:

- examine how authors and other people find deep meaning in daily life.
- explore how one moment can be viewed both optimistically and pessimistically.
- demonstrate an understanding of the

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

- Personal narrative, depicting an “ordinary”, seemingly simple moment that, paradoxically, depicts the profound beauty of life
- Personal essay, demonstrating narrative thinking

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| <p>perspective gained from the passage of time in literature and in their own lives.</p> <ul style="list-style-type: none"> effectively use retrospection in their own narrative writing. effectively employ word choice to enhance the meaning of their own narratives. compare and contrast the quality of various personal essays. identify the central beliefs and attitudes expressed in works of non-fiction. express their own personal beliefs and explore the reasons behind them. demonstrate philosophical interaction between their beliefs of the students and the beliefs expressed in the text. communicate the significance of a central idea or insight that has a deep personal meaning to the writer. use the first person voice effectively and powerfully in writing. integrate anecdotes into a personal narrative. use the texts to help students develop their personal beliefs on life issues. | <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> How can we celebrate life? How do people develop and express their personal beliefs? | |
| | | <p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> identify and use effective transitions in narrative writing. |