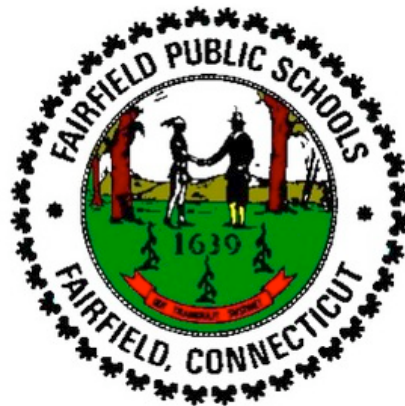


Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

Call of the Wild: Literature and the Natural Word



Call of the Wild: Literature and the Natural World Overview

Description

Call of the Wild challenges students to deepen their relationships with and awareness of nature. Major attention will be paid to assessing the role that nature does or should play in modern life. Texts include novels, films, essays, chapters from non-fiction books, stories, poems, and artwork. Students will work to develop their skills as critical readers and thinkers, exploring a wide variety of challenging texts to draw conclusions about the various dynamic relationships between people and their environment. Writing assignments include analytical thesis-driven essays, narrative reflection, and field journaling. All reading and analysis for Call of the Wild require an introspective spirit of philosophical inquiry and the ability to make productive connections and articulate common themes. Students will engage in regular class discussions, problem solve in small groups, and will be required to give a formal presentation. Developing and strengthening independent learning and study skills for successful transition to post-secondary education is also required.

What is a course of history or philosophy, or poetry, no matter how well selected, or the best society, or the most admirable routine of life, compared with the discipline of looking always at what is to be seen? Will you be a reader, a student merely, or a seer? - Henry David Thoreau

In addition to analyzing and responding to literature, students are expected to participate in field experiences, both independently and as a class. Nature writing, by definition, is a field-based activity, rooted in a strong sense of place. It requires the “discipline of looking always at what is to be seen” in the natural world around us. Henry David Thoreau was a great scholar, and his works are filled with allusions to the classical studies he completed at Harvard, but his true genius, the spirit that made his work immortal, came not from his Harvard learning, but from his meticulously developed powers of observation in the field. By studying and documenting the natural world around him, and building a nuanced understanding of its complex interdependencies, he gathered the essential life force within his writing, and launched the modern genre of “nature writing.” Without the field experience, there is no nature writing. This is why students are repeatedly afforded the opportunity to step out of a busy routine and closely observe the beauty and significance of their own local landscapes, in the field. First-hand field experiences provide students with an experiential context, which they bring back to the literature, and this empowers more sophisticated understanding of both written

texts and their home landscape. A class day-hike in nearby rural Connecticut, and repeated independent visits to student-selected local open spaces deepen the students' sense of place, essential to comprehend nature writing. A challenging wilderness backpacking trip on the Taconic Ridge at the CT/MA/NY border engages students in common problem-solving, stimulates self-awareness, and fosters understanding of the value of wild places. Students document their experiences and observations in nature in their field notes, and develop these notes into more formal narrative reflections. By directly experiencing wild places, a student may form a deep and lasting personalized impression of the natural landscape, that enhances his/her ability to more richly understand and appreciate the literature of the environment, not, ideally, "as a student merely," but as "a seer."

Call of the Wild: Literature and the Natural World Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. To Live Deliberately	<ul style="list-style-type: none"> ● identification of central ideas ● consideration of complex and ambiguous implications ● specific study of words in context ● -Socratic discussion based on texts ● synthesis around essential questions among various texts 	<ul style="list-style-type: none"> ● exploratory journal entries, writing from text ● synthesis essay articulating personalized perspectives on complex philosophical ideas across texts ● effective use of textual detail ● developing personal voice 	<ul style="list-style-type: none"> ● review MLA citation format ● review of academic voice ● vocabulary study in context 	<ul style="list-style-type: none"> ● Synthesis Essay incorporating at least 3-5 of the core texts, 1st Person academic voice: How do these works offer insights about avoiding a life of quiet desperation - how will you? ● Online readers blog
2. To Look at Any Thing	<ul style="list-style-type: none"> ● constructivist 	<ul style="list-style-type: none"> ● field notes: 	<ul style="list-style-type: none"> ● vocabulary study 	Culminating project for the

	<p>definition of haiku form</p> <ul style="list-style-type: none"> ● identification of central ideas 	writing to document observations in the field	through close reading	semester will incorporate field journal data and independent research about Listening Point into a multi-media presentation
3. One Foot in, One Foot Out	<ul style="list-style-type: none"> ● interpretation and analysis of complex character (Chris McCandless) ● synthesis around essential questions among various texts 	<ul style="list-style-type: none"> ● developing and supporting central ideas ● effective use of textual detail 	<ul style="list-style-type: none"> ● review of high frequency mechanical errors ● continued vocabulary in context 	Thesis driven essay connecting <i>Into the Wild</i> to other class content
4. Critical Theory Introduction	<ul style="list-style-type: none"> ● reading/interpreting complex non fiction ● practice reading through various critical lenses, specifically focusing on such lenses as “eco-criticism,” “archetypal theory,” and “post-colonial theory” 	<ul style="list-style-type: none"> ● in class notebook entries from critical perspectives 	<ul style="list-style-type: none"> ● developing vocabulary in context (terminology of critical theory) 	
5. A Sense of Place	<ul style="list-style-type: none"> ● reading novel with a particular focus on how setting impacts meaning and 	<ul style="list-style-type: none"> ● Notebook entries on place: history of a name (local place-names), 	review mechanics as needed based on previous writing -continued	Thesis driven essay about how sense of place is significant in a novel

	<p>structure of the work</p> <ul style="list-style-type: none"> ● continued practice “reading” local landscape signs, and understanding the environmental complexity of local open spaces ● focused readings of short poetry, fiction and non-fiction selections, with focus on setting and landscape as signifiers 	<p>“Where I’m From” poetry</p> <ul style="list-style-type: none"> ● Continued field journal entries as means of connection to local place 	vocabulary in context	
6. Animal Guides	<ul style="list-style-type: none"> ● reading poetry to study use of literary elements in description of animals ● charting literary elements 	<ul style="list-style-type: none"> ● practice using literary elements, poetic forms ● continued notebook writing 	vocabulary in context	<p>Short analysis of literary poem, OR creation of an “Author Style Chart” covering several authors’ work</p> <p>-Compose poem about a chosen animal which utilizes literary elements to convey nuanced understanding of animal and self</p>

7. Into the Wild	<ul style="list-style-type: none"> ● study effective use of language to describe setting and outdoor experiences ● delineate and trace themes from course in independent reading book 	<ul style="list-style-type: none"> ● Writing effective narratives; ● Peer Revision 	<ul style="list-style-type: none"> ● review mechanics as needed based on previous writing ● continued vocabulary in context 	<ul style="list-style-type: none"> ● Reflective Narrative Essay about backpacking trip or other impactful experience in wild setting
8. Culmination of Independent Inquiry	Student directed Inquiry	Student directed Inquiry		Student directed Inquiry Projects

<p>Reading Resources <i>FPS Units of Study for Call of the Wild</i> Anchor Texts Book Club Texts by level</p>	<p>Writing Resources <i>FPS Units of Study for Call of the Wild</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Call of the Wild: Literature and the Natural World Overview: Reading and Writing		
<p>Central Understandings Students will be able to:</p> <ul style="list-style-type: none"> ● articulate the personal implications of a philosophical inquiry. 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> ● What are some of the essential symbols of humanity's relationship with the natural world, and how 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Culminating Inquiry Project

<ul style="list-style-type: none"> ● identify a central emerging theme and explore that theme within several relevant texts. ● identify the salient aspects of class discussion and readings by keeping extensive notes. ● analyze emerging theme through class collaboration. ● explore multiple definitions of wilderness and their implications for our relationship to nature. ● examine the hero quest motif and specifically explore and evaluate the actions of literary and/or historic figures. ● identify specific archetypal patterns including the hero's journey into the unknown(wilderness) and the father figure. ● connect the focus questions of the course and major themes to their reading of a book length memoir. ● examine the need for and possibility of finding release and renewal in nature without jeopardizing healthy and responsible relationships with society. ● identify the essential elements of a "listening point," and consider those elements in the discovery of their own 	<p>are these symbols reflected in literature and in our lives?</p> <ul style="list-style-type: none"> ● Specifically, what is the basic hero quest motif, and how does it reflect the conflicting influences of social and natural forces on the spirit of youth, both in literature and in life? ● What are the essential elements of a "wilderness" experience, and what part do these elements play in the quest for a satisfying and meaningful life? ● In what ways has modern suburban America (Fairfield) grown detached from the basic influences and cycles of nature? ● What means can be employed to recognize and reestablish connections to and respect for the basic influences and cycles of nature? ● How can close examination of natural phenomena reveal truths about our own psychology? ● How can knowledge of local history, legends, stories, and landscapes enhance our appreciation of and respect for 	
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<p>local listening point.</p> <ul style="list-style-type: none"> ● closely observe and document specific elements in nature through the completion of field journal entries. ● develop and articulate various inventive expressions of their communion with the natural world, which may include: haiku, free-writes, photography, and sketches. ● demonstrate an understanding of and an appreciation for the power of stories, rituals and heritage in Native American cultures in comparison to their own lives. ● evaluate the notion that modern society diminishes our awareness of landscape and the basic cycles of nature. ● analyze a full-length literary text in light of the focus questions of this unit. ● conduct interviews. ● research the story behind an important object in their home, their town, or their religion. ● develop and demonstrate an appreciation for ways that natural history and human history have shaped local landscapes. ● demonstrate sense of curiosity, 	<p>place?</p> <ul style="list-style-type: none"> ● In what ways does technology alienate humanity from nature? How can technology be brought into harmony with nature? ● What is the essential philosophical difference in viewing nature between mainstream Western and Native American attitudes? ● Why do the "mass of men lead lives of quiet desperation," and what can be done to avoid it? ● What role do solitude and silence play in enhancing our relationships with nature and with one another? ● How can appropriate balances be developed between the interests of the environment and those of our commercial society? ● In what ways do physical challenge and adventure in the natural world promote personal growth? ● 	
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<p>imagination and wonder by closely observing seemingly commonplace features of the land (growth patterns, stone walls and other relics of human history, markers of geologic time).</p> <ul style="list-style-type: none"> ● reflect on the country walk experience through classroom activities. ● acquire and practice the essential skills and ethics of safe and responsible travel through the backcountry (Leave No Trace, Honor Code, Gear and Food Preparation). ● develop a heightened awareness of their role within the dynamics of a group endeavor. ● develop an understanding of nature writing. ● reflect upon their experiences in nature. ● plan and explore their own line of inquiry that addresses one of the focus questions of the course. ● pursue some experiential enrichment beyond library or computer-based research such as: personal interviews with experts, a visit to a museum, self-designed field experience, participation in a community group or activity, reading a teacher-approved 		
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<p>supplemental book, designing and conducting a survey.</p> <ul style="list-style-type: none"> ● present a polished multi-media presentation of their findings. ● connect a full-length text, which has been read and journaled extensively, to the larger themes of the course. ● analyze themes of the course by participating in discussion of supplemental readings. 		
<p>Standards Common Core State Standards</p>		<p>National Assessments:</p>

Call of the Wild: Literature and the Natural World Unit 1: “To Live Deliberately”:

Unit Overview

Students are introduced to some philosophical challenges posed by Henry David Thoreau (and echoed by many others), and asked to discuss and respond to Thoreau’s questions about what makes a valuable life. They are also asked to consider the extent to which modern Americans are out of touch with the natural world, and develop some initial perspectives about the value of experiences in nature. They begin their “Nature Writer’s Notebooks,” begin reading *Into the Wild*, and pull their ideas together in a synthesis essay.

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identification of central ideas
- Consideration of complex and ambiguous implications
- Specific study of words in context
- Socratic discussion based on texts
- Synthesis around essential questions among various texts.

Writing Focus

- Exploratory journal entries, writing from text
- Synthesis essay articulating personalized perspectives on complex philosophical ideas across texts
- Effective use of textual detail
- Developing personal voice

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

Assessments

- Synthesis Essay incorporating at least 3-5 of the core texts, 1st Person academic voice: How do these works offer insights about avoiding a life of quiet desperation - how will you?
- Online readers blog

Common Core Standards Emphasized in the Unit

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).

- particular attention will be paid to the role of setting in environmental literature
- the relationship between experiences in nature and character development will also be a primary focus

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.

- poetic forms and conventions will be studied through comparative analysis
- the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 2: To Look at Any Thing

Unit Overview

This unit asks students to begin practicing close observation of the natural world. They practice observation and field journaling techniques, and select a local “Listening Point” which they will revisit throughout the semester. They read a variety of nature-writing for models, and begin to understand some of the components of nature writing formats.

Reading Focus

- Constructivist definition of haiku form
- Identification of central ideas

Writing Focus

- Field notes: writing to document observations in the field
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- vocabulary study through close reading
- demonstrate correct pronoun agreement (number) and pronoun case.

Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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).

- o particular attention will be paid to the role of setting in environmental literature
- o the relationship between experiences in nature and character development will also be a primary focus

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.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 3: One Foot in, One Foot Out

Unit Overview

Students critically evaluate the complex character of Chris McCandless, and consider what drives him to behave as he does. They are also asked to connect his character to that of other outdoor wanderers, and develop insights about the role of the wilderness journey in discovery of identity.

Reading Focus

- Interpretation and analysis of complex character (Chris McCandless)
- Synthesis around essential questions among various texts
- Recognize and describe patterns and relationships in the text.
- Using student questions to guide whole-class discussion and annotation of shared narrative text.

Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- developing and supporting central ideas
- integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- review of high frequency mechanical errors
- continued vocabulary in context

Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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).

- particular attention will be paid to the role of setting in environmental literature
- the relationship between experiences in nature and character development will also be a primary focus

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.

- poetic forms and conventions will be studied through comparative analysis
- the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 4: Critical Theory Introduction

Unit Overview

This is a brief introduction to critical literary lenses. Students should gain a basic understanding of several theoretical lenses, and a slightly deeper understanding of the lenses most relevant to Call of the Wild, such as Archetypal and Eco-Criticism.

Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- Reading/interpreting complex non fiction
- Practice reading through various critical lenses, specifically focusing on such lenses as “eco-criticism,” “archetypal theory,” and “post-colonial theory”

Writing Focus

- In class notebook entries from critical perspectives

Grammar, Usage, and Mechanics Focus

- Developing vocabulary in context (terminology of critical theory)

Assessments

Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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).

- o particular attention will be paid to the role of setting in environmental literature
- o the relationship between experiences in nature and character development will also be a primary focus

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.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 5: A Sense of Place

Unit Overview

Students continue to develop their own sense of place through observations at their listening points and a local field trip, focused on “reading” the stories behind local landscape, all documented in their Nature Writer’s Notebooks. They also apply their developing understanding and awareness of place to their analyses of the role of setting in works of fiction (including a novel) and non-fiction.

Reading Focus

- Reading novel with a particular focus on how setting impacts meaning and structure of the work
- Continued practice “reading” local landscape signs, and understanding the environmental complexity of local open spaces
- Focused readings of short poetry, fiction and non-fiction selections, with focus on setting and landscape as signifiers

Writing Focus

- Notebook entries on place: history of a name (local place-names), “Where I’m From” poetry
- Continued field journal entries as means of connection to local place
Recognize and use stylistic tools to enhance their personal voice in writing.
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- review mechanics as needed based on previous writing
- continued vocabulary in context

Assessments

- Expository Essay; Argumentative Essay, Narrative Essay

Common Core Standards Emphasized in the Unit

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).

- o particular attention will be paid to the role of setting in environmental literature
- o the relationship between experiences in nature and character development will also be a primary focus

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.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 6: Animal Guides

Unit Overview

Students read a broad range of poetry about animals featuring a variety of literary conventions. They create a chart of this reading, documenting elements of poetry read in and outside of class. They also select a locally occurring “patronus” animal and do some research to understand this animal’s unique attributes within the local ecosystem, and eventually produce their own poem about this animal, applying what they have learned about literary elements and their animal of choice.

Reading Focus

- Reading poetry to study use of literary elements in description of animals
- Charting literary elements to create personal meaning from independent reading.

Writing Focus

- Practice using literary elements, poetic forms
- Continued notebook writing

Grammar, Usage, and Mechanics Focus

- Vocabulary in context

Assessments

- Short analysis of literary poem, OR creation of an “Author Style Chart” covering several authors’ work
- Compose poem about a chosen animal which utilizes literary elements to convey nuanced understanding of animal and self

Common Core Standards Emphasized in the Unit

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).

- o particular attention will be paid to the role of setting in environmental literature
- o the relationship between experiences in nature and character development will also be a primary focus

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.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 7: Into the Wild

Unit Overview

Students plan for and execute an overnight backpacking trip, learning the necessary skills for responsible backcountry travel in a group. They continue to read widely about the wilderness experiences of others, studying themes and techniques of non-fiction narratives about wilderness travel. They then compose, edit and revise their own narrative reflective essay about a wilderness experience.

Reading Focus

- Study effective use of language to describe setting and outdoor experiences
- Delineate and trace themes from course in independent reading book

Writing Focus

- Writing effective narratives;
- Peer Revision

Grammar, Usage, and Mechanics Focus

- Review mechanics as needed based on previous writing
- Continued vocabulary in context

Assessments

- Reflective Narrative Essay about backpacking trip or other impactful experience in wild setting

Common Core Standards Emphasized in the Unit

- 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).
- particular attention will be paid to the role of setting in environmental literature

- o the relationship between experiences in nature and character development will also be a primary focus

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.

- o poetic forms and conventions will be studied through comparative analysis
- o the specific formats of non-fiction nature writing will also be explored and analyzed

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).

- o the use of paradox will be explored in the philosophical writings of Thoreau and Dillard
- o irony, sarcasm and understatement will be explored through editorials about the environment

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
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- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Call of the Wild: Literature and the Natural World Unit 8: Independent Inquiry

Unit Overview

In this culminating unit, students apply the knowledge and skills from the course and design their own, independent inquiry project.

Reading Focus

- form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- reflect on how this Independent Study Project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.

Writing Focus

- develop a prospectus for their Independent Study Project and conference with their teacher for final approval.
- use technology to research, create a product, or present their independent study.
-

Grammar, Usage, and Mechanics Focus

Assessments

- Independent Project and Presentation

Common Core Standards Emphasized in the Unit

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.)

W.11-12.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.11-12.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.