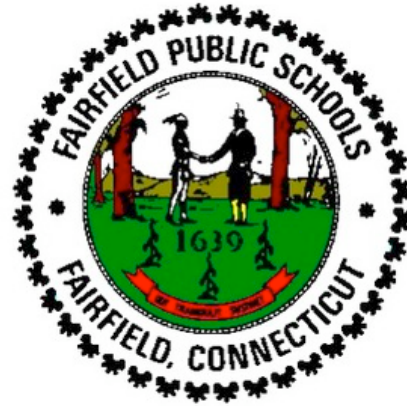


# Fairfield Public Schools

## English Curriculum

Reading, Writing, Speaking and Listening, Language

### Grade 11



## Grade 11 English Overview

### Description

The purpose of this course is to develop students as learners and thinkers through the language acts of reading and writing. The content of the course is American literature. It is vital that Fairfield high school students spend a year in the study of American literature because that literature enables students to explore the American experience, the experience of their own culture.

Literature is not created in a vacuum; it is a product of the culture from which it comes. Therefore, a rich experience of American literature requires some understanding of that culture. By extension, recognizing American literature as a body, bound by more than geographic location of its authors, calls for an awareness of America's cultural evolution. Students study American literature in order to frame their understanding of the beliefs, values, fears, and images that shape their culture, which, in turn, shapes them.

Students discover how they are the product of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept. Literature not only reflects an "American identity"; its creators also actively shape and construct that identity. In order to see the complexity of their own American Identity, somewhere in the confluence of an "individual" and an "American", students deconstruct this body of work, as well as its role in constructing national and individual identities.

By examining literature from various perspectives, students evaluate their own experiences in relation to the experiences of a wider world. Studying American literature provokes questions that bind us all, despite our individual differences. In the search for answers to those questions, students often find a sense of compassion for and responsibility to a larger society than they might otherwise identify.

The high level junior courses assume students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study, and write more complex essays based on abstract and original thinking.

## Grade 11 English Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments(should we clarify which are done in 31 and which in 32?)
1. What is American Culture? The Possibilities, Perils, and Paradoxes of the American Experience and Identity	Literary Tropes Literary Conventions	Creative Non-Fiction Understating Synthesis	Review of major 10 <sup>th</sup> grade concepts	Narrative  Synthesis Essay
2. The Evolution of the American Dream - Utopian Origins to the Present	Identifying and using rhetorical devices  analyzing structures/devices in journalistic/opinion writing.	Editorial, Literary Analysis, and end-of-unit Synthesis Essay	Passive and active voice Compound Sentences Colon and Semicolon	Editorial, Literary Analysis, and end-of-unit Synthesis Essay
3. American Voices - The Evolution of the Melting Pot	Independent reading of a novel  Close reading of informational texts about author and culture  Close reading of a text and its elements in order to write a	Write informative/explanatory texts  Draw evidence from literary and informational texts to support analysis, reflection and research  Gather information	Revising for common errors: run-on sentences; apostrophe use, proper MLA citation.	Powerpoint or Prezi Presentation on author and chosen book; Synthesis Essay about evolving American Voices; Formal Book Review

	literary analysis paper if that is a chosen process piece for this unit	from multiple print and digital sources, and synthesize  Conduct research project based on focus questions		
4. An American Conflict: Pursuing Individuality While Being a Valuable Member of Society	Reading texts with parallel stories.  Identifying similar and dissimilar patterns in literature Identifying inverted plot lines: character development: various uses of symbol and metaphor	Informational Essay that demonstrates an understanding of society and the individual's place in society		Extended Definition Paper; The Synthesis Essay
5. Constructing "Reality" – The Nature of Truth and Perception - Re-envisioning the Future	Analyzing shifts in time and point of view within a narrative  understanding metafiction  understanding a hybrid genre (a fiction and non-fiction blend)	recognize and use stylistic tools to enhance their personal voice in writing.  integrate textual support in order to support and embellish their thesis statements	recognize and avoid over-generalizations, platitudes, clichés, and jargon.	place modifiers correctly; punctuate complex sentences

6. “What it is Like to go to War” & “Why we Fight”	Close reading of key passages for literary elements; identifying common themes across and within texts	<p>Literary Analysis - examination of imagery, setting, irony, symbol, etc as they contribute to theme</p> <p>Using narrative elements (point of view, metaphor, syntax)</p> <p>Effective use of evidence from literary and non-fiction sources to support thesis statements or develop common themes across texts</p>	place modifiers correctly. punctuate complex sentences.	<p>Literary Analysis Essay;</p> <p>Narrative Essay about “The Things They Carry” in at FLHS;</p> <p>Synthesis Essay about why war is ever justifiable, and what are some of the consequences we can expect</p>
7. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

<p><b>Reading Resources</b>  <i>FPS Units of Study for Grade 11</i>  Anchor Texts  Book Club Texts by level</p>	<p><b>Writing Resources</b>  <i>FPS Units of Study for Grade 11</i>  <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen  <i>Image Grammar, 2<sup>nd</sup> Edition</i> by H. Noden</p>
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## Grade 11 Overview: Reading and Writing

### Central Understandings

Students will be able to:

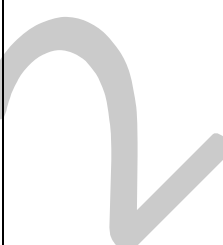
- recognize and evaluate artifacts of American culture.
- appreciate the power of language by learning and using new vocabulary derived from each major text
- read texts that reveal a variety of perceptions about American society.
- use classroom experiences, including discussion, readings, and informal writing, to develop their own perceptions about American society.
- demonstrate use of consistent point of view in writing.
- analyze an American text that illustrates how society treats an individual with beliefs or attitudes which conflict with norms of the larger group and relate that conflict to contemporary America.
- discuss essays from the American Romantic period (including Transcendentalism) which reveal the perpetual struggle between individuals and American society.
- identify and evaluate contemporary

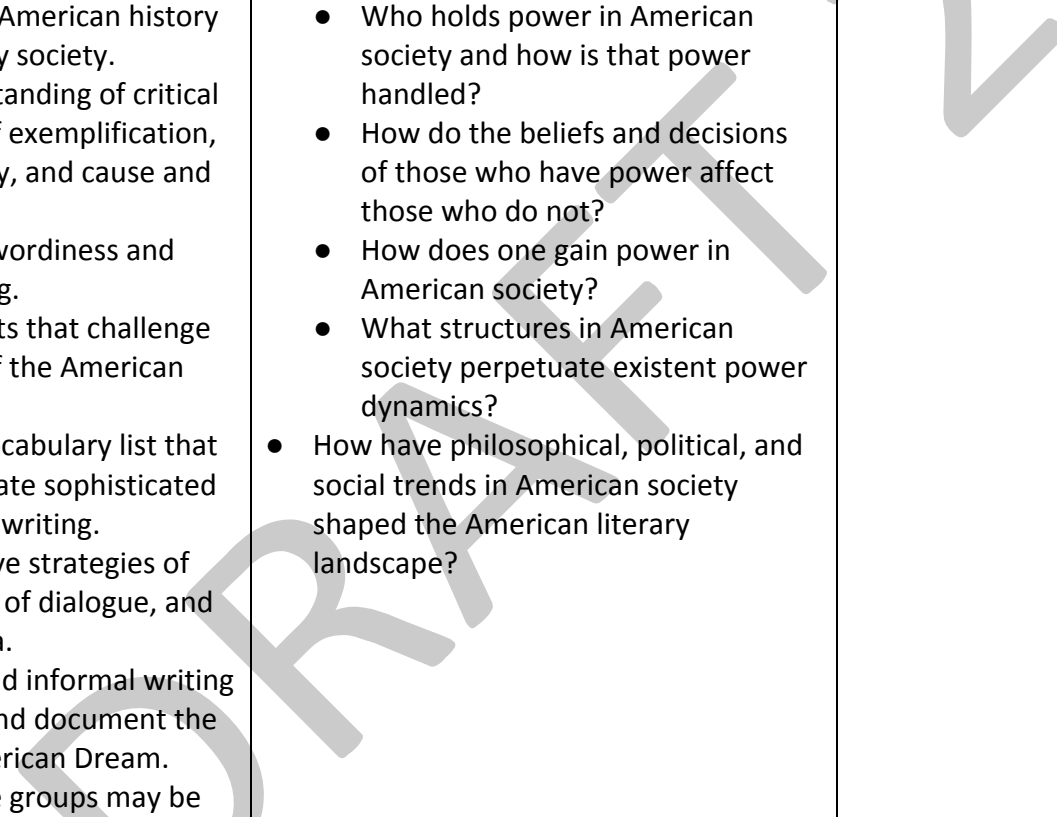
### Course Essential Questions

- What is American culture?
  - What is unique about American culture?
  - What are foreign perceptions of American society?
  - Is there an exclusively American identity?
- Does American society truly value individualism?
  - How can one be both an individual and a part of society?
  - How has and how does our society treat individuals who stray from American cultural norms?
  - Do we, as Americans, truly value individualism?
- What provokes the movement from individual thought to independent action?
  - Why act against conventional beliefs?
  - What positive and negative consequences could stem from independent action?
  - How have the actions of individual men and women shaped the

### Assessments:

- SBAC
- Synthesis Performance Tasks
- Portfolio

<p>American beliefs about what it means to be an individual, specifically including examples of how we deal with “dissenters” in our country today.</p> <ul style="list-style-type: none"> <li>● integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.</li> <li>● eliminate use of vague language (including pronoun reference) in writing.</li> <li>● read texts that illustrate the movement from individual thought to independent action and, through written and oral discourse, analyze what forces are influential in provoking that process.</li> <li>● recognize and apply rhetorical devices including tone, organization, logos, pathos, and ethos.</li> <li>● identify and discuss how specific American literary figures (authors and characters) have been instrumental in changing the course of American society.</li> <li>● demonstrate elements of argumentation in order to persuade.</li> <li>● develop a thesis statement or exploratory question, avoiding inflated or vague language.</li> </ul>	<p>landscape of American society?</p> <ul style="list-style-type: none"> <li>● Is a frontier mentality (including concept of conquest, manifest Destiny, and a spirit of exploration) still essential part of the American spirit? <ul style="list-style-type: none"> <li>● Does “conquest” inherently imply “progress”?</li> <li>● What attitudes or beliefs about America are reflected in our country’s historic desire for conquest?</li> <li>● How has our country been shaped by a spirit of pioneering and exploration?</li> <li>● Can there be a positive and healthy balance between conquest and discovery of frontiers in contemporary America?</li> </ul> </li> <li>● Is the American dream worth pursuing? <ul style="list-style-type: none"> <li>● What shape does the American Dream take in contemporary American society?</li> <li>● How has the concept of the American Dream evolved and what has remained consistent?</li> <li>● Is the American Dream an inclusive or exclusive ideology?</li> <li>● How has the concept of the American Dream shaped our</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>● analyze texts that examine the harmful consequences potentially present in a spirit of conquest.</li> <li>● through written and oral discourse, identify the causes and effects of frontier mentality in American history and/or contemporary society.</li> <li>● demonstrate understanding of critical thinking strategies of exemplification, classification, analogy, and cause and effect.</li> <li>● eliminate excessive wordiness and redundancy in writing.</li> <li>● read and analyze texts that challenge traditional notions of the American Dream.</li> <li>● develop and use a vocabulary list that can be used to cultivate sophisticated discussion of style in writing.</li> <li>● demonstrate narrative strategies of consistent voice, use of dialogue, and explication of an idea.</li> <li>● through discourse and informal writing assignments, trace and document the evolution of the American Dream.</li> <li>● document how some groups may be disenfranchised by the expectations implicit in our society's concept of The American Dream.</li> <li>● write using varied syntax, with a focus</li> </ul>	<p>actions and beliefs as a society?</p> <ul style="list-style-type: none"> <li>● How do dynamics between dominant and less dominant groups perpetuate or challenge existing power structures in American society? <ul style="list-style-type: none"> <li>● Who holds power in American society and how is that power handled?</li> <li>● How do the beliefs and decisions of those who have power affect those who do not?</li> <li>● How does one gain power in American society?</li> <li>● What structures in American society perpetuate existent power dynamics?</li> </ul> </li> <li>● How have philosophical, political, and social trends in American society shaped the American literary landscape?</li> </ul>	
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<p>on clauses, punctuation, sentence variety, parallelism, sentence combining and crafting.</p> <ul style="list-style-type: none"><li>● find and use critical sources in order to develop their own analysis of a text.</li><li>● investigate and discuss how labels such as “mainstream,” “majority,” “subculture,” and “minority” disseminate notions about “others”.</li><li>● through textual study, analyze how power structures can be oppressive to various groups in American society.</li><li>● participate in an experience-based project that fosters awareness of Fairfield’s place within local power structures.</li><li>● research a specific literary period in American history (Romantic, Realist, Modern – Harlem Renaissance / Lost Generation, Contemporary – Beat Movement / Postmodernism) and present findings to the class.</li><li>● collaborate to develop an activity or discussion about a story, poem, or essay from an assigned period in American literary history.</li><li>● through written and oral discourse, demonstrate understanding of how the literary periods covered in class are all part of an evolutionary process</li></ul>		
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<p>rather than isolated segments.</p> <ul style="list-style-type: none"> <li>• write creative pieces (poetry, stories, creative essays, drama) in the style of specific literary periods.</li> </ul>		
<p><b>Standards</b> Common Core State Standards</p>		<p><b>National Assessments:</b> SBAC</p>

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## Grade 11 Unit 1: What is American Culture? The Possibilities, Perils, and Paradoxes of the American Experience and Identity

### Unit Overview

By the end of the unit, students should be able to thoughtfully examine what makes an event uniquely American, and how we are each shaped, not just by our individual traits, but how we are part of a larger culture of America. Students will be familiar with vocabulary and phrasing used frequently in describing American culture. Students need to explore the possibilities (positive qualities), perils (negative qualities, and paradoxes of American Culture. In this introductory unit, it can be helpful to use an example from culture to show how we are shaped by that cultural force. Example, exploring the rise of technology in our lives can demonstrate how our lives and identities are shaped by this force.

#### Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Recognize and analyze their own assumptions and question their thinking through collaboration.
- Process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses.
- Analyze Literary tropes
- Demonstrate familiarity with words, unfamiliar to them, drawn from

#### Writing Focus

- Connect with texts through initial written responses and extend that thinking through finalized written responses.
- Synthesis Writing
- Narrative

#### Grammar, Usage, and Mechanics Focus

- Review of major 10<sup>th</sup> grade concepts
- Avoid vague language (i.e. “thing”, “got”)
- Demonstrate consistent point of view (avoid switching to “you” in writing).
- Punctuation, prefixes, suffixes, root words (SAT prep)

literary texts. <ul style="list-style-type: none"> <li>● Demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts.</li> </ul>		
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<p><b>Assessments</b>          Narrative Essay (The American Memoir); Synthesis Essay (Argument Essay or Informative-Explanatory)</p>
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Common Core Standards Emphasized in the Unit
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.          Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.          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 as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</p>

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.

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**Grade 11 Unit 2: The Evolution of the American Dream - Utopian Origins to the Present**

## Unit Overview

By the end of the unit, students should be able to understand that America was founded by a group of voyagers in search of a utopia unavailable in Europe. They will be able to evaluate how this utopian idea developed into America's dream. This can be further developed into the discussion of whether a utopia is available to all or to a select few and what might determine this. Students should also explore how the notion of a utopian society and the definition of the American Dream has changed throughout our history as well as how we, as active citizens, can have a role in shaping those ideals and definitions.

### Reading Focus

- read, discuss, and write about texts that illustrate and/or challenge the promise of the Utopian vision – the role of the individual in the community and endless possibilities for everyone.
- analyze and compare texts from various time periods, cultures, and perspectives in order to understand the complexity of the American dream.
- compare diverse and personal definitions of the “American Dream” to ideas and images of the dominant culture.
- closely analyze how writers, particularly essayists and journalists, craft language for a meaningful purpose.
- practice reading texts from multiple perspectives in order to more fully

### Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- identify a problem in American society that they want to solve.
- demonstrate knowledge of elements of an effective argument.
- organize their thinking into an effective argument which addresses that problem.
- write a literary analysis paper which using a specific text in order to explore many of the core ideas of the course.
- effectively incorporate quoted material into writing.
- practice using the conventions of MLA citations.
- Revising and editing work carefully to eliminate errors and communicate

### Grammar, Usage, and Mechanics Focus

- Passive and active voice
- Compound Sentences
- Colon and Semicolon

<p>understand the pluralism of the American experience.</p> <ul style="list-style-type: none"> <li>Using student questions to guide whole-class discussion and annotation of shared narrative text.</li> </ul>	<p>ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Argumentative Essay (Editorial), Synthesis Essay (Argument Essay or Informative-Explanatory)

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  
 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 as well as varied syntax 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.

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## Grade 11 Unit 3: American Voices - The Evolution of the Melting Pot

### Unit Overview

By the end of the unit, students should be able to articulate an understanding of America as an ever-changing panoply of cultural influences. They should become familiar with a variety of American authors whose work expresses the fluidity and multiplicity of American cultural identity. They should do independent research about a contemporary multi-cultural American author, and read one of his/her works, and present their learning to the class.

#### Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- analyze connotations of the words civil, savage, darkness, third world, primitive, man, woman, human, beast
- analyze the ways that their individual cultural perspectives shape their reactions to literature.
- 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.
- research outside sources to challenge their perspectives and develop deeper

#### Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- 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
- Revising and editing work carefully to

#### Grammar, Usage, and Mechanics Focus

- Sophisticated use of transitions

<p>interpretations of the texts.</p> <ul style="list-style-type: none"> <li>● identify the elements of Shakespearian tragedy and understand how its conventions function in a dramatic work.</li> <li>● Using student questions to guide whole-class discussion and annotation of shared narrative text.</li> </ul>	<p>eliminate errors and communicate ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>●</li> </ul>	
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**Assessments**

- Expository Essay; Argumentative Essay, Narrative Essay

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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 as well as varied syntax 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.

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## Grade 11 Unit 4: An American Conflict: Pursuing Individuality While Being a Valuable Member of Society

### Unit Overview

By the end of the unit, students will be examining distinct personalities within literature and how each character functions simultaneously alone and within a larger society. By studying and evaluating classic American characters, students should come to understand and appreciate some of the inherent tensions and opportunities between an individual and his/her cultural context.

#### Reading Focus

- Identify inverted plot lines: character development: various uses of symbol and metaphor
- Read texts with parallel stories - similar and dissimilar patterns in literature
- explore the inherent tension between individual desires and societal needs.
- reevaluate commonly held beliefs about the nature of individuality and conformity in order to see one's self and cultural forces more honestly.
- read and discuss texts in order to trace how American notions of individuality have developed.
- interpret a literary text using biographical, historical, and cultural information.

#### Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- write a personal narrative to illustrate how ideas studied in the unit are relevant to personal experience and identity.
- integrate textual support in order to support and embellish their thesis

#### Grammar, Usage, and Mechanics Focus

- Revise for redundancy.
- Vague pronoun references

<ul style="list-style-type: none"> <li>● identify and analyze the discrepancies between what we claim to value and what value in practice, both on an individual level and on a societal level.</li> <li>● analyze model narratives for author's use of literary devices such as metaphor, sensory images, concrete detail, dialogue, and scene.</li> <li>● analyze model creative pieces to acquire a basic vocabulary of terms to use when discussing creative writing.</li> <li>● write a creative/inventive piece (poem, fiction, or drama) which uses figurative language to express their own sense of individuality.</li> <li>● Using student questions to guide whole-class discussion and annotation of shared narrative text.</li> </ul>	<p>statements.</p> <ul style="list-style-type: none"> <li>● write a creative/inventive piece (poem, fiction, or drama) which uses figurative language to express their own sense of individuality.</li> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> <li>●</li> </ul>	
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**Assessments**

- Extended Definition Paper (Informational Writing); Synthesis Essay (Argument Essay or Informative-Explanatory)

**Common Core Standards Emphasized in the Unit**

- RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text,



including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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 as well as varied syntax 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.

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## Grade 11 Unit 5: Constructing “Reality” – The Nature of Truth and Perception - Re-envisioning the Future

### Unit Overview

By the end of this unit, students should be able to assess point of view and whether the information they receive is to be trusted. They will read works that are presented as “true” or “unbiased” and examine the author’s reasoning behind the creation of the work and labeling the work as such. This adds to the students’ understanding of how to read their world as well as what is important within the culture at large. Students should be empowered through an understanding of their ability to shape culture.

#### Reading Focus

- Analyze shifts in time and point of view within a narrative.
- Analyze metafiction
- Identify a hybrid genre - a fiction and non-fiction blend
- Identify and analyze various kinds of love (familial, romantic, friendship, etc).
- through discussion and writing, demonstrate awareness that individuals come from a complex cultural experience.
- use critical thinking skills to identify and analyze contemporary societal issues of concern.
- draw upon ideas and texts from the prior units in order to re-conceptualize

#### Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- through discussion and writing, demonstrate awareness that individuals come from a complex cultural experience.
- write and deliver a speech to an audience, effectively using rhetoric, body language, and voice
- recognize and use stylistic tools to enhance their personal voice in writing.
- integrate textual support in order to support and embellish their thesis

#### Grammar, Usage, and Mechanics Focus

- recognize and avoid over-generalizations, platitudes, clichés, and jargon.

<p>identity – both individual and collective.</p> <ul style="list-style-type: none"> <li>● analyze model speeches for rhetorical strategies such as syntax, diction, imagery, rhythm, pace, and repetition.</li> <li>● imagine and articulate through writing and discussion what they, as individuals, might contribute to American society.</li> </ul>	<p>statements.</p> <ul style="list-style-type: none"> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Extended Definition Essay; Narrative Essay (College Essay)

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or

opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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 as well as varied syntax 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.

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## Grade 11 Unit 6: “What it is Like to go to War” & “Why we Fight”

### Unit Overview

Students should be able to draw conclusions about what Americans are willing to fight for - what American values need to be defended? They should read and understand some of the key American documents that outline these values (*Declaration of Independence, Gettysburg Address...*) They should also be able to appreciate and understand the costs of war to society and to the individuals who fight them. Students are also challenged to develop a sophisticated appreciation for the narrative techniques O’Brien employs in *The Things They Carried*, and should write literary analysis, as well as a narrative piece.

#### Reading Focus

- Close reading of key passages for literary elements; identifying common themes across and within texts.
- Read and analyze texts that challenge traditional notions of the American Dream.
- Document how some groups may be disenfranchised by the expectations implicit in our society’s concept of The American Dream.

#### Writing Focus

- connect with texts through initial written responses and extend that thinking through finalized written responses.
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.
- recognize and use stylistic tools to enhance their personal voice in writing.
- integrate textual support in order to support and embellish their thesis statements.
- Develop and use a vocabulary list that

#### Grammar, Usage, and Mechanics Focus

- place modifiers correctly.
- punctuate complex sentences.

	<p>can be used to cultivate sophisticated discussion of style in writing.</p> <ul style="list-style-type: none"> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Literary Analysis; Synthesis Essay (Argument Essay or Informative-Explanatory)

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or



opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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 as well as varied syntax 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.

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## Grade 11 Unit 7: Reflecting

### Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

#### Reading Focus

- evaluate contents of literacy folder to determine portfolio entries.
- create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- analyze independently a theme common to more than one text.
- provide textual evidence to support interpretations of themes in their independent reading.

#### Writing Focus

- write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.
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#### Grammar, Usage, and Mechanics Focus

- Review of major concepts

<ul style="list-style-type: none"> <li>● choose personally challenging independent reading selections and reflect upon these choices.</li> <li>● create personal meaning from their independent reading.</li> </ul>		
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio</li> </ul>
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<p><b>Common Core Standards Emphasized in the Unit</b></p>
<p><b>W.11-12.4</b> 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.)</p> <p><b>W.11-12.5</b> 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.</p> <p><b>W.11-12.6</b> 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.</p>