

English 11 Syllabus

School Year: 2017-2018

Certificated Teacher:

Desired Results

Course Title: English 11 A and B

Credit: ___ one semester (.5) two semesters (1.0)

Prerequisites and/or recommended preparation (example: Completion of Algebra 1):
English 9 A and B, English 10 A and B

Estimate of hours per week engaged in learning activities:
5 hours of class work per week per 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

All texts are available within the course, with the exception of *The Crucible* by Arthur Miller, *Their Eyes Were Watching God* by Zora Neale Hurston, and *Into the Wild* by Jon Krakauer

Course Description:

This course focuses on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American Dream. Students research historical and contemporary texts as they articulate the origins and impact of the ideals and realities of the American Dream on life today and on personal thinking. Students are expected to articulate personal convictions and proposed solutions to social issues. Writing in a variety of modes - personal essays, opinions, and editorials, credos, reflective self-evaluation, speeches, satire, dramatic scripts, surveys, literary analyses, and research projects - students expand their skills in communicating well through written language.

Enduring Understandings for Course (Performance Objectives):

What will students understand (about what big ideas) as a result of the course?

- Americans' beliefs about what constitutes a worth-while life or 'the American Dream' have altered across time and culture.
- While societal and individual needs exist in tension with each other, every American age has had voices that speak to the beliefs and values of the time.
- Controlled and clear reading and writing happens by design, not chance.
- A controlled and powerful writer or speaker can stir others to action with the right combination of words.

Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):

What is the key knowledge and skill needed to develop the desired understandings?

Unit: One--

Content Standards

Reading Literary text

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

Craft and Structure:

[CCSS.ELA-LITERACY.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.)

[CCSS.ELA-LITERACY.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.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-LITERACY.RL.11-12.9](#)

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

Informational Text:

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

Craft and Structure

[CCSS.ELA-Literacy.RI.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

[CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Text Types and Purposes

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.1a](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.11-12.1b](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-Literacy.W.11-12.1c](#) 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.

[CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.2b](#) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.W.11-12.2c](#) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.11-12.9a](#) Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

Range of Writing

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

• [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language:

Knowledge of Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit: Two--

Reading Literary text

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.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.

Craft and Structure:

[CCSS.ELA-LITERACY.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.)

[CCSS.ELA-LITERACY.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).

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-LITERACY.RL.11-12.9](#)

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RL.11-12.10](#)

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text:

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

[CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

[CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Text Types and Purposes

- [CCSS.ELA-Literacy.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.
 - [CCSS.ELA-Literacy.W.11-12.1a](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - [CCSS.ELA-Literacy.W.11-12.1b](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - [CCSS.ELA-Literacy.W.11-12.1c](#) 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.
 - [CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - [CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.
- [CCSS.ELA-Literacy.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.
 - [CCSS.ELA-Literacy.W.11-12.2a](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.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.
 - [CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - [CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a

coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-Literacy.W.11-12.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

[CCSS.ELA-Literacy.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.)

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Language:

Knowledge of Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.11-12.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit: Three--

Content Standards:

Reading Literary text

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

Craft and Structure:

[CCSS.ELA-LITERACY.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.)

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.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).

Integration of Knowledge and Ideas:

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RL.11-12.10](#)

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Informational Text:

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

[CCSS.ELA-Literacy.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

Range of Reading and Level of Text Complexity

[CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Text Types and Purposes

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.1a](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.2a](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.11-12.2e](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-Literacy.W.11-12.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

[CCSS.ELA-Literacy.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.)

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

• [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

• [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

• [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Language:

Conventions of Standard English

[CCSS.ELA-Literacy.L.11-12.1b](#) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

[CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

Knowledge of Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.11-12.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit: Four--

Content Standards:

Reading Literary text

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

Craft and Structure:

[CCSS.ELA-LITERACY.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.)

[CCSS.ELA-LITERACY.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.

Informational Text:

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

[CCSS.ELA-Literacy.RI.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing:

Text Types and Purposes

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.1a](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.11-12.1b](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- [CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.2a](#) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.11-12.2b](#) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.W.11-12.2c](#) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-Literacy.W.11-12.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

[CCSS.ELA-Literacy.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.)

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.11-12.9a](#) Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

[CCSS.ELA-Literacy.W.11-12.9b](#) Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Speaking and Listening:

Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language:

Conventions of Standard English

Knowledge of Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit: Five--

Content Standards: [Click here to enter text.](#)

Reading Literary text

Key Ideas and Details:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

Craft and Structure:

CCSS.ELA-LITERACY.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.)

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Informational Text:

Key Ideas and Details

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

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

Text Types and Purposes

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2f 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).

Production and Distribution of Writing

CCSS.ELA-Literacy.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.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared

writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

CCSS.ELA-Literacy.W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Language:

Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2a Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2b Spell correctly.

Knowledge of Language

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Evidence of Assessment

*What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?
[Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and assessments]*

Performance Tasks: [Click here to enter text.](#)

Unit One:

Embedded Assessment 1: Writing a Definition Essay

Embedded Assessment 2: Synthesizing the American Dream

Unit Two:

Embedded Assessment 1: Creating and Performing a Dramatic Scene

Embedded Assessment 2: Writing and Presenting a Persuasive Speech

Unit Three:

Embedded Assessment 1: Creating an Op-Ed News Project

Embedded Assessment 2: Writing a Satirical Piece (the second half of unit three is OPTIONAL)

Second Semester: (In this semester, students will complete unit five PRIOR to unit four.)

Unit Five:

Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance

Embedded Assessment 2: Writing an Analytical Essay

Unit Four:

Embedded Assessment 1: Writing a Personal Essay

Embedded Assessment 2: Creating a Multi-Genre Research Project

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

Multiple writing prompts, journals, blogs, quizzes

Types of Learning Activities

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> <input type="checkbox"/> Demonstrations	<input type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input type="checkbox"/> Project <input type="checkbox"/> Paper	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing	<input type="checkbox"/> Essays <input type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input type="checkbox"/> Research	<input type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team

__ __ _Other (List)	__ __x __Concept Mapping __ __ _Other (List)	__xx __Model Bldg. __ __Surveys __ __ _Other (List)	Projects __ __ _Other (List)	__ __Laboratory Groups __x __Think, Pair, Share __ __Cooperative Learning __x __Tutorial Groups __x __Interviewing __x __Conferencing __ __Other (List)
Other: Click here to enter text.				

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester Click here to enter text. [Learning Activities](#)

Unit: Unit One: The American Dream

In this unit you will explore a variety of American voices and define what it is to be an American. If asked to describe the essence and spirit of America, you would probably refer to the American Dream. First coined as a phrase in 1931, the phrase “The American Dream” characterizes the unique promise that America has offered immigrants and residents for nearly 400 years. People have come to this country for adventure, opportunity, freedom, and the chance to experience the particular qualities of the American landscape.

Duration: [Link to Pacing Guide](#)

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Click here to enter text.

1. Writers use strategies of definition to define a concept.
2. The “the American Dream” is a concept that both shifted and remained the same throughout history.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. How do writers use the strategies of definition to define a concept?
2. What is “the American Dream?”

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

To understand and define complex concepts such as the American Dream

To identify and synthesize a variety of perspectives

To analyze and evaluate the effectiveness of arguments

To analyze representative texts from the American experience

Learning Activities:

Activities:

1.1 Previewing the Unit

1.2 Defining a Word, Idea, or Concept

Essay: “A Cause Greater Than Self,” by Senator John McCain

1.3 America’s Promise

Poetry: “The New Colossus,” by Emma Lazarus

Speech: Excerpt from President Roosevelt’s Address at Statue of Liberty Celebration

1.4 America’s Voices

Poetry: "I Hear America Singing," by Walt Whitman
Poetry: "I, Too, Sing America," by Langston Hughes
Poetry: "America," by Claude McKay
1.5 Fulfilling the Promise
Short Story: "America and I," by Anzia Yezierska
Grammar 1.5-- Varying Sentence Openings
1.6 Defining an American
Letter: Excerpt from Letters From an American Farmer, "What is an American?" by Hector St. Jean de Crevecoeur
Grammar 1.6—Using Quotations
1.7 A Hyphenated American
Essay: "Growing Up Asian," by Kesaya E. Noda
1.8 Researching Images of America
Poetry: "Let America Be America Again," by Langston Hughes
1.9 What Is Freedom?
Speech: Excerpt from "The Four Freedoms," by President Franklin Delano Roosevelt
Historical Document: The Preamble to the Constitution of the United States
Historical Document: The Bill of Rights
1.10 Strategies for Defining Freedom
Definition Essay: "What Is Freedom?" by Jerald M. Jellison and John H. Harvey
Grammar 1.10—Using Transitions
Embedded Assessment 1: Writing a Definition Essay
1.11 Previewing Embedded Assessment 2 and Synthesizing Ideas
1.12 Annotating an Argumentative Text
Argumentative Essay: "Is the American Dream Still Possible?" by David Wallechinsky
1.13 The Structure of an Argument
Historical Document: The Declaration of Independence
1.14 Coming for the American Dream
Poetry: "Ellis Island," by Joseph Bruchac
Poetry: "On Being Brought From Africa To America," by Phillis Wheatley
Poetry: "Europe and America," by David Ignatow
1.15 Money and the American Dream
Poetry: "Money," by Dana Gioia
Drama: Excerpt from A Raisin in the Sun, by Lorraine Hansberry
1.16 Working Toward the Dream
Poetry: "Who Burns for the Perfection of Paper," by Martin Espada
Nonfiction: Excerpt from Working, "Roberto Acuna Talks About Farm Workers," by Studs Terkel
1.17 The Road to Success
Speech: Excerpt from 2004 Democratic National Convention Keynote, by Barack Obama
Essay: "The Right to Fail," by William Zinsser
1.18 American Dream: Real or Imagined? Structured Academic Controversy
Embedded Assessment 2: Synthesizing the American Dream

Unit: Two—The Power of Persuasion

You have explored the dream that has burned within Americans since they first set foot on this land. Vital to the continuation of this dream and at the heart of our democracy is persuasive, free speech. America's tradition of open debate and lively free speech was established in the early period of the fight for independence from British rule. Before that, the founding settlers had established the basis for a literate democratic society in its schools and system of justice. Through an exploration of a contemporary drama set in Puritan New England, *The Crucible*, you will see how authors and playwrights like Arthur Miller use literature to further a social message. During the second half of the unit your study of historic American speeches will provide you with an opportunity to analyze models of effective persuasive speech in preparation for writing and delivering an original speech.

Duration: [Link to Pacing Guide](#)

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Artistic expression advance social commentary

Components of rhetoric enhance the creation and delivery of persuasive speeches.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

How can artistic expression advance social commentary?

How are the components of rhetoric applied to the creation and delivery of persuasive speeches?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

[Click here to enter text.](#)

- To interpret a text in consideration of its context
- To analyze an argument
- To create and present a dramatic scene about a societal issue
- To define and apply the appeals and devices of rhetoric
- To analyze, write, and present a persuasive speech
- To examine and apply syntactic structures in the written and spoken word

Learning Activities:

2.1 Previewing the Unit

2.2 Preparing to Read *The Crucible*: Setting Context

Sermon: "Sinners in the Hands of an Angry God," by Jonathon Edwards
Historical Document: The New England Primer
Essay: "The Trial of Martha Carrier," by Cotton Mather
Article: "The Lessons of Salem," by Laura Shapiro

Grammar 2.2—Clauses and Syntax

2.3 Salem Society: Meet the Characters

*Drama: *The Crucible* (Act One), by Arthur Miller 2.4 The Beginnings of Characterization

*Drama: *The Crucible* (Act One), by Arthur Miller 2.5 Pivotal Scene 1: Considering Interpretations

*Drama: *The Crucible* (Act One), by Arthur Miller 2.6 Analyzing the Elements of a Script

*Drama: *The Crucible* (Act One) by Arthur Miller 2.7 Illuminating Hysteria: Characters, Conflict, and Social Commentary

Article: Excerpt from "The Lessons of Salem," by Laura Shapiro
Fable: "The Very Proper Gander," by James Thurber

2.8 Conflicts in Salem

*Drama: *The Crucible* (Act One), by Arthur Miller 2.9 Speaking Like a Puritan

*Drama: *The Crucible* (Act Two), by Arthur Miller 2.10 Rising Action

*Drama: *The Crucible* (Act Two), by Arthur Miller 2.11 Pivotal Scene 2: Proctor and Elizabeth

*Drama: *The Crucible* (Act Two), by Arthur Miller 2.12 Courtroom Drama: Evidence and Confession

*Drama: *The Crucible* (Act Three), by Arthur Miller 2.13 The Role of Irony in Climax

*Drama: *The Crucible* (Act Three), by Arthur Miller 2.14 Speaking Out

Speech: Excerpt from "A Declaration of Conscience," by Margaret Chase Smith
Essay: "Why I Wrote *The Crucible*: An Artist's Answer to Politics," by Arthur Miller

Grammar 2.14—Parallelism

2.15 Integrity Rises to the Top: Writing Dialogue

Drama: Excerpts from *The Crucible*, by Arthur Miller

2.16 Comparing Interpretation, Arriving at Conclusions

*Drama: *The Crucible* (Act Three), by Arthur Miller *Film: *The Crucible*

2.17 Timed Writing

2.18 Contemporary Conflicts

*Drama: *The Crucible* (Act Four), by Arthur Miller

Embedded Assessment 1: Creating and Performing a Dramatic Scene

2.19 Previewing Embedded Assessment 2 and Speaking Skills

2.20 American Rhetoric: Historical Context

Speech: "Second Inaugural Address," by Abraham Lincoln

2.21 The Power of Rhetoric

Speech: "Speech to the Virginia Convention," by Patrick Henry

2.22 The Appeal of Rhetoric

Speech: "The Gettysburg Address," by Abraham Lincoln

2.23 Planning the Delivery

Speech: "First Inaugural Address," by Franklin D. Roosevelt

2.24 One Last Stand with Syntax

Speech: "Inaugural Address," by John F. Kennedy

Grammar 2.24—Sentence Types and Syntax

2.25 Vocal Delivery

*Speech: "9/11 Address to the Nation," by George W. Bush

*Speech: "President-Elect Victory Speech," by Barack Obama

Embedded Assessment 2: Writing and Presenting a Persuasive Speech

Unit: Unit Three—American Forums: The Marketplace of ideas

The chaos of information overload can create an overwhelming presence in our lives, yet this information is also crucial to our ability to make informed decisions about everything from personal beliefs to public policy. Indeed, the ways in which these ideas and voices interact with each other create a marketplace of ideas—a forum through which we can shape, test, and revise our own perspectives on our society and the issues that dominate the day. One place in particular where opinions can be shared, heard, and responded to is the newspaper op-ed page. In this context, and in many others, satire is often used by social critics to challenge or comment upon prevailing attitudes. In this unit you will learn to discern a news story from an opinion piece and a satirical text, and you will be better prepared to know where to go when you want to find out what America is thinking—and to create texts that may influence that thinking.

Duration: [Link to Pacing Guide](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

[Click here to enter text.](#)

1. News outlets impact public opinion or public perception.

2. Writers use tone to advance an opinion.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

[Click here to enter text.](#)

1. How do news outlets impact public opinion or public perception?

2. How does a writer use tone to advance an opinion?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

[Click here to enter text.](#)

To analyze and create editorial and opinion pieces

- To identify and analyze fallacious reasoning in a text
- To analyze how writers use logic, evidence, and rhetoric to advance opinions
- To define and apply the appeals and devices of rhetoric
- To analyze and apply satirical techniques.
- To examine and apply syntactic structures in the written and spoken word

Learning Activities:

[Click here to enter text.](#)

3.1 Previewing the Unit

3.2 Rights and Responsibility

Primary Document: First Amendment to the United States Constitution

Informational Text: “The Role of the Media in a Democracy,” by George A. Krinsky

3.3 Introducing the Media

3.4 Independent Reading: Newspapers

3.5 The Newspaper Debate

Editorial: “How the Rise of the Daily Me Threatens Democracy,” by Cass Sunstein

Editorial: “The Newspaper Is Dying—Hooray for Democracy,” by Andrew Potter

3.6 News or Views: A Closer Look

Article: “Facebook Photos Sting Minnesota High School Students”

3.7 The Bias of Rhetoric

3.8 Fair and Balanced

Editorial: “Abolish high school football!” by Raymond Schroth

3.9 How to Read an Editorial

Editorial: “Facing Consequences at Eden Prairie High,” from

Minneapolis/St. Paul Star Tribune

3.10 How to Write an Editorial

Grammar 3.10 -- Standard English: Formal and Informal Style and Tone

Editorial: “Time to raise the bar in high schools,” by Jack O’Connell

Editorial: “New Michigan Graduation Requirements Shortchange Many Students,” by Nick Thomas

3.11 Where’s Your Proof?

3.12 Reading and Writing a Letter to the Editor

Editorial: “Why I Hate Cell Phones,” by Sara Reihani

3.13 Fallacies 101

3.14 How to Read and Write an Editorial Cartoon

Informational Text: “An Inside Look at Editorial Cartoons,” by Bill Brennan

***Sample Editorial Cartoons**

Embedded Assessment 1: Creating an Op-Ed News Project

3.15 Previewing Embedded Assessment 2 and Introducing Satire

3.16 Identifying the Elements of Satire

Satire: “Let’s Hear It for the Cheerleaders,” by David Bouchier

3.17 The Satirical Spectrum

***Sample Editorial Cartoons**

3.18 The Tone of Satire

Satire: “Girl Moved to Tears by Of Mice and Men Cliff Notes,” from The Onion

Grammar 3.18 -- Parenthetical Information and Dashes

3.19 Writing a Parody

Parody: “In Depth but Shallowly,” by Dave Barry

3.20 Need Some Advice?

Satire: “Advice to Youth,” by Mark Twain

3.21 Twain in Twain

Satire: “The War Prayer,” by Mark Twain

3.22 The Satirical Critique

Satire: “Gambling in Schools,” by Howard Mohr

Satire: “How to Poison the Earth,” by Linnea Saukko

Grammar 3.22 – Participles, Participial Phrases, and Absolute Phrases

Embedded Assessment 2: Writing a Satirical Piece

2nd Semester [Click here to enter text.](#) **Learning Activities**

PLEASE NOTE: Spokane Public Schools has made the decision to teach UNIT FIVE PRIOR TO UNIT FOUR. In the syllabus these are given numerically, but in the course the teaching sequence is reversed.

Unit: Unit Four—The Pursuit of Happiness

The pursuit of happiness is an integral part of the American Dream and part of the foundation of this country. Many people think that the fulfillment of the American Dream centers on financial success; however, riches are not the path to happiness for everyone. One major alternative for pursuing happiness was offered by the Transcendentalists, a group that (partially in response to the Industrial Revolution) valued simplicity, intuition, and nature over the expanding complexities of an increasingly urbanized and modernized society. In this unit, you will examine how their perspectives still resonate in America, exploring in depth the story of one person who rejected wealth in favor of a different pathway to happiness. After examining the narrative of his experience, you will craft your own narrative, reflecting on how your experiences have shaped you and your values. And finally, after understanding how an author can construct a narrative using many different genres to create a portrait of a person, you will research and craft a multi-genre project on a topic of your choice.

Duration: [Link to Pacing Guide](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

[Click here to enter text.](#)

The pursuit of happiness is common to the human experience.

Writers use/manipulate genre conventions for effect.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

[Click here to enter text.](#)

1. What does it mean to pursue happiness?

2. How can a writer use/manipulate genre conventions for effect?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

[Click here to enter text.](#)

To compose a personal essay that employs stylistic techniques

To analyze and evaluate the structural and stylistic features of texts

To use a variety of genres to express a coherent theme

Learning Activities:

[Click here to enter text.](#)

Activities

4.1 Previewing the Unit
4.2 Searching for Meaning
Essay: from *Self-Reliance*, by Ralph Waldo Emerson
Essay: from *Walden*, by Henry David Thoreau
4.3 Re-Searching for Meaning
4.4 Linking the Past to the Present
Poetry: “In the Depths of Solitude,” by Tupac
Poetry: “Remember,” by Joy Harjo
Poetry: “A Light Exists in Spring,” by Emily Dickinson
4.5 Another Transcendental View
*Art: *The Oxbow*, by Thomas Cole
*Art: *Kindred Spirits*, by Asher Durand
4.6 Drafting My Credo
Nonfiction: Credo from “All I Really Need to Know I Learned in Kindergarten,” by Robert Fulghum
Grammar 4.6—Joining Words
4.7 Writer’s Craft: Revising My Credo
Grammar 4.7—Varying Syntax
4.8 Framing the Subject
Biography: “Author’s Note,”
from *Into the Wild*, by Jon Krakauer
4.9 Meeting Christopher McCandless
*Biography: *Into the Wild*, by Jon Krakauer
4.10 Literary Connection
*Biography: *Into the Wild*, by Jon Krakauer
4.11 Shedding Light
*Biography: *Into the Wild*, by Jon Krakauer
4.12 Meaning Through Structure
*Biography: *Into the Wild*, by Jon Krakauer
4.13 A Personal Perspective
Biography: Excerpt from *Into the Wild*, by Jon Krakauer
4.14 Writer’s Craft: A Personal Perspective on Style
Grammar 4.14—Non-essential elements
4.15 Reflecting on Life Experiences
Essay: “A View from Mount Ritter,” by Joseph T. O’Connor
4.16 Making Your Choice
Embedded Assessment 1: Writing a Personal Essay
4.17 Previewing Embedded Assessment 2 and Style
*Biography: Chapters 16–17 from *Into the Wild*,
by Jon Krakauer
4.18 Searching for the Author
*Biography: Chapter 18 from *Into the Wild*,
by Jon Krakauer
4.19 Many Ways of Showing
*Biography: Chapter 18 from *Into the Wild*,
by Jon Krakauer
4.20 Nuts and Bolts of the Multi-Genre Research Project
Multi-Genre Research Project: Student Sample
4.21 Exploring, Recording, and Imagining Research
Biographical Sketch: “Sparky,” by Early Nightingale
4.22 Melding Facts, Interpretation, and Imagination
Article: “Charles M. Schulz Biography,” from *Notable Biographies*
4.23 Meeting in the Middle
4.24 Thematic Threads to Create Flow
4.25 Organizing the Multi-Genre Research Paper
Embedded Assessment 2: Creating a Multi-Genre Research Project

Unit: Unit Five--

Ever since the Pilgrims traveled to America, the concept of the “journey” has been part of the American experience. In this unit, you will take two journeys. First, you will experience a cultural journey by exploring the voices of the Harlem Renaissance. You will then study *Their Eyes Were Watching God*.

Duration: [Link to Pacing Guide](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

1. Cultural movements such as the Harlem Renaissance reflect and create people’s attitudes and beliefs.
2. Writers' works can be both a natural product of and a departure from the ideas of a specific literary movement in American literature.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

[Click here to enter text.](#)

1. How do cultural movements such as the Harlem Renaissance reflect and create people’s attitudes and beliefs?

2. How is one writer’s work both a natural product of and a departure from the ideas of a specific literary movement in American literature?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

[Click here to enter text.](#)

To explore the concept of “journey”

- To analyze a writer’s complex writing and stylistic choices
- To research and synthesize information about a literary era
- To create a multimedia presentation

Learning Activities:

[Click here to enter text.](#)

5.1 Previewing the Unit

5.2 Developing Research Questions

Informational Text: “The Harlem Renaissance,” adapted from *The 1920s* by Kathleen Drowne and Patrick Huber

5.3 The Historical Context of the Harlem Renaissance

Informational Text: Excerpt from “Introduction to *The New Negro*,” by Alain Locke

Poetry: “Usward,” by Gwendolyn B. Bennett

Poetry: “Lift Every Voice and Sing,” by James Weldon Johnson

Literary Criticism: Excerpt from “On ‘From the Dark Tower’,” by Eugenia W. Collier

5.4 Synthesizing Facts, Interpretation, and Media Formats

5.5 Documenting Your Sources

Grammar 5.5—Citing Sources

5.6 Finalizing Research

Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance

5.7 Previewing Embedded Assessment 2

5.8 “A Unity of Opposites”

Essay: “How It Feels to Be Colored Me,” by Zora Neale Hurston

5.9 The Traditions of Dialect

Short Story: “Sweat,” by Zora Neale Hurston

Grammar 5.9—Standard American Usage and Spelling

5.10 Janie’s Return Home

*Novel: Excerpt from *Their Eyes Were Watching God*, by Zora Neale Hurston

5.11 Nanny’s Story

Poetry: “Mother to Son,” by Langston Hughes

*Novel: *Their Eyes Were Watching God*, by Zora Neale Hurston

5.12 Nanny, Janie, and Logan

*Novel: *Their Eyes Were Watching God*, by Zora Neale Hurston

5.13 Janie’s New Life

*Novel: *Their Eyes Were Watching God*, by Zora Neale Hurston

5.14 Janie’s “Route of Tradition”	398
*Novel: Their Eyes Were Watching God, by Zora Neale Hurston	
5.15 Discussion Groups	402
*Novel: Their Eyes Were Watching God, by Zora Neale Hurston	
5.16 The End of a Long Journey	404
*Novel: Their Eyes Were Watching God, by Zora Neale Hurston	
5.17 Reviewing the Reviews	405
Informational Texts: Excerpts from critical reviews	
Grammar 5.17—Hyphens	
5.18 Oprah Winfrey Presents	408
*Film: Their Eyes Were Watching God, directed by Darnell Martin	
Embedded Assessment 2: Writing an Analytical Essay	411