

Reading: Academic

Grade Level	9, 10, 11, 12
Course Number	100
Subject Area	English Language Arts

Course Description

This course is designed to assist readers of all levels in developing to their full potential. Students, through individually tailored instruction, will acquire the skills necessary to interpret, understand and synthesize information from reading. Students' needs will be determined through the administration of a variety of formal and informal measurements. Students will also assess their own progress by monitoring their performance by information obtained from portfolios, contracts, and classroom activities.

Elective; administrator approval required

Content Standards

Key Ideas and Details

1. Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Integration of Knowledge and Ideas

3. Students will analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Students will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
5. Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
6. Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity

7. Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
8. Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
9. Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
10. Students will by the end of grade 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed.

Essential Questions

- How do word parts help us understand meaning?
- How does context help us understand word meaning?
- Why is vocabulary development important?
- Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated?
- How does thinking about the author's purpose and message deepen understanding?
- How do text features and characteristics of informational and literary text influence reader interpretation?
- How does literature reflect the time period in which it is written?
- How does the form chosen by an author accomplish his/her purpose?

- How does a reader identify the theme in a piece of writing?
- How does a reader identify, respond to, analyze, and compare the elements of poetry?

Enduring Understandings

- A rich vocabulary enables us to understand and communicate more effectively.
- Proficient readers develop and use a variety of strategies to attend to information from different sources.
- Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
- Readers continually monitor and check their interpretations of the author's intent and meaning.
- Background knowledge supports understanding of text.
- Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.
- What we read affects how we make sense of our own world, the world around us, and of others.
- Using analysis to compare and contrast texts to discover similar themes will further understanding of literature.
- Locating themes and providing textual support develops more thoughtful readers.
- By providing evidence from the work of fiction to support their understanding, students' opinions and arguments will be validated by the work, and therefore more sound in judgment.
- Knowledge of the organizational structures in nonfiction deepens reader understanding.
- Understanding the textual and graphic features of nonfiction provides powerful tools when reading and writing.
- Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.

Evidence of Understanding

- Use and identify the correct usage of idioms, cognates, words with literal and figurative meanings and word changes that denote different meanings.
- Determine the meaning of unknown words using their context clues.
- Use general dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.
- Through classroom discussions and formative and summative assessments students will identify sensory details, figurative language, imagery, and symbolism.
- Identify and interpret themes and tone and give supporting evidence from a text.
- Analyze setting, characters, and events and support them with evidence from the text.
- Evaluate and analyze authorial intentions and evidence.
- Complete graphic organizers, concept and thinking maps
- Complete interim assessments/quizzes on short works or sections of longer works
- Complete tests on major units
- Complete open-book assessments intended to show use of text work in groups/pairs
- Complete multiple choice and sentence completions to show understanding of text
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose narrations, including retelling a short portion of text
- Write in a journal, responding to personal or textual prompts
- Create visual assessments, including artwork, PowerPoint presentations, and iPad presentations.
- Complete projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Vocabulary Development	How do word parts help us understand meaning?	Use and identify the correct usage of idioms, cognates, words with literal and figurative meanings and word changes that denote different meanings.	Formal and Informal Assessments/Qualitative Reading Inventories
	How does context help us understand word meaning?		Unit Quizzes
	Why is vocabulary development important?	Determine the meaning of unknown words using their context clues.	Work in groups/pairs
	Where does the vocabulary we		Journal responses

	use originate from, (Latin, German, etc.) and what is the importance of where it originated?	Use general dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	Visual Assessments – multimedia work
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Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Poetry	<p>How does a reader identify, respond to, analyze, and compare the elements of poetry?</p> <p>How does the form chosen by an author accomplish his/her purpose?</p>	<p>Use and identify the correct usage of idioms, cognates, words with literal and figurative meanings and word changes that denote different meanings. Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.</p> <p>A rich vocabulary enables us to understand and communicate more effectively.</p>	Through classroom discussions and formative and summative assessments students will identify sensory details, figurative language, imagery, and symbolism.
Non-Fiction Periodicals, essays, historical text, research	How do text features and characteristics of informational and literary text influence reader interpretation?	Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.	<p>Evaluate and analyze authorial intentions and evidence.</p> <p>Complete multiple choice and sentence completions to show understanding of text</p> <p>Complete open-book assessments intended to show use of text work in groups/pairs</p> <p>Use of graphic organizers, thinking and concept maps/other reading strategies</p>
Fiction <i>The Help</i> <i>Their Eyes Were Watching God</i> <i>I Am Nujood, Age 10 and Divorced</i> <i>Ship Breaker</i> Supplementary materials, short stories	<p>How does thinking about the author's purpose and message deepen understanding?</p> <p>How does literature reflect the time period in which it is written?</p> <p>How does a reader identify the theme in a piece of writing?</p> <p>How does the form chosen by an author accomplish his/her purpose?</p>	<p>A rich vocabulary enables us to understand and communicate more effectively.</p> <p>Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.</p>	<p>Unit Quizzes</p> <p>Work in groups/pairs</p> <p>Journal responses</p> <p>Visual Assessments – multimedia work</p> <p>Use of graphic organizers, thinking and concept maps/other reading strategies</p>

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English 9: Honors

Grade Level	9
Course Number	110
Subject Area	English Language Arts

Course Description

English 9 Honors is taught at a challenging pace using a wide range of curriculum materials. Students should possess a sound knowledge of grammar and a high degree of writing ability. Writing in the course will be analytical exposition with some variations in form and style. Literature study will be culled from ninth grade reading selections plus a comprehensive supplementary list. Rigorous spelling and vocabulary study will augment the writing and literature.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping 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

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.)
8. (Not applicable to literature)

MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

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

<p>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.</p>
Reading Standards for Informational Text
<i>Key Ideas and Details</i>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<i>Craft and Structure</i>
<p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p>
<p>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.</p>
<p>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.</p>
<i>Integration of Knowledge and Ideas</i>
<p>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.</p>
<p>8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
<p>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.</p>
<i>Range of Reading and Level of Text Complexity</i>
<p>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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
Writing Standards
<i>Text Types and Purposes</i>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete

<p>details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> 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”). b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and</p>

<p>persuasively.</p> <ol style="list-style-type: none"> 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.
<p>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.</p>
<p>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.</p>
<p><i>Presentation of Knowledge and Ideas</i></p>
<p>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.</p>
<p>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.</p>
<p>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 on page 67 for specific expectations.)</p>
<p>Language Standards</p>
<p><i>Conventions of Standard English</i></p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
<p><i>Knowledge of Language</i></p>
<p>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.</p> <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<p><i>Vocabulary Acquisition and Use</i></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
<p>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</p>

knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

How does literature reflect the culture and history of the time period from which it comes?
How do characters transition from innocence to experience?
How do we define self and our role(s) in society?
How do individuals struggle with conscience?
How is literature relevant to modern times?
What are the consequences of characters' strengths and weaknesses?
How does literature reflect the human condition?
What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?
What is fate and free will and how do they govern our lives?

Enduring Understandings

Students will learn how to:

- Analyze characters and their notions of self in various works from different genres
- Analyze characters' roles in society
- Identify and explain significant historical realities that relate to the setting
- Make support judgments about themselves and their roles in society based on issues raised in the works as a whole
- Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence
- Define new words in context
- Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Differentiate aspects of the work's narrative structure: exposition, inciting incident, rising action, climax, falling action, and denouement
- Recognize and contrast different characters and their development
- Present their information in an organized way through both written and oral expression
- Define conscience and recognize its role in their own lives
- Analyze characters' awareness of and struggles with conscience in various works from different genres
- Demonstrate a clear understanding of the society being described in a given work
- Analyze how the individual's conscience comes in conflict with society at large
- Describe and critique how a given character responds to this conflict
- Connect this character's handling of the conflict with the theme(s) of the work
- Defend value judgments about good versus evil using evidence from the work
- Recognize, explain, or summarize key aspects of plot
- Compare and contrast different characters and their development
- Present this information in an organized way through both written and oral expression
- Recognize character strengths such as integrity, humility, wisdom, courage, and patience
- Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness
- Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw
- Examine and interpret how a character's strengths and weakness influence his/her thinking, decisions, actions, and growth

Evidence of Understanding

The students will:

- Complete interim assessments/quizzes on short works or sections of longer works
- Complete tests on major units and/or works
- Complete open-book assessments intended to show use of text

- work in groups/pairs
- Complete multiple choice and sentence completions to show understanding of text
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose five paragraph essays to assess larger themes and/or major works
- Compose narrations, including retelling a short portion of text from another point of view
- Write creatively
- Write in a journal, responding to personal or textual prompts
- Create visual assessments, including artwork
- Write research papers
- Complete projects

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<i>To Kill a Mockingbird</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How do characters transition from innocence to experience?</p> <p>How do we define self and our role(s) in society?</p> <p>How do individuals struggle with conscience?</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically the Civil Rights Movement and its effect on America in the 20th century</p> <p>Identify Jem's and Scout's transition from innocence to experience</p> <p>Analyze Atticus' awareness of, and struggles with conscience</p> <p>Recognize Atticus' strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>The Crucible</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How is it relevant to modern times?</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically pre-colonial puritan society and its relationship to McCarthyism</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p>

	<p>How do individuals struggle with conscience?</p> <p>What are the consequences of characters' strengths and weaknesses?</p>	<p>in the 1950s.</p> <p>Analyze John Proctor's awareness of, and struggles with conscience</p> <p>Recognize John Proctor's strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw</p> <p>Examine and interpret how John Proctor's strengths and weakness influence his/her thinking, decisions, actions, and growth</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork research papers projects</p>
<i>The Adventures of Tom Sawyer</i>	<p>How do characters transition from innocence to experience?</p> <p>How do we define self and our role(s) in society?</p> <p>How does it reflect the human condition?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p>	<p>Identify Tom's transition from innocence to experience.</p> <p>Analyze and compare the roles of children and adults in society.</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from</p>

			<p>another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>Romeo and Juliet</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p> <p>What is fate and free will and how do they govern our lives?</p>	<p>Students will be able to read and analyze Elizabethan theatre. In addition, students will be able to learn about Shakespeare's use of language and the poetic structure of blank verse.</p> <p>Identify relevant literary devices within the work, including figures of speech, and explain their significance or effectiveness in the work as a whole</p> <p>Students will be able to learn about the concept of tragedy and will be able to analyze the ways the ending of the work is true to the characters intentions.</p> <p>Differentiate between what is fate and what is free will in a character's actions</p> <p>Assess how fate and free will contribute to a character's and a work's outcomes</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>The Secret Life of Bees</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How do characters transition from innocence to experience?</p> <p>How do individuals struggle with</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically the Civil Rights Movement and its effect on America in the 20th century</p> <p>Identify and analyze</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p>

	conscience?	<p>American Transcendentalism and its relationship to the themes and characters of the novel.</p> <p>Identify Lily's transition from innocence to experience</p> <p>Analyze John Proctor's awareness of, and struggles with conscience</p>	<p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>Of Mice and Men</i>	<p>What connections can be made between the time period of the work and our own times?</p> <p>How does it reflect the human condition?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p>	<p>Students will recognize and contrast modern times with that of the 1930s and the Great Depression.</p> <p>Students will compare and contrast the roles of men and women during this time period. In addition, students will explore the role of the individual in society.</p> <p>Students will examine various themes including those of friendship and violence and the thematic role that the natural world plays in the work.</p> <p>Students will analyze Steinbeck's characterization of both Lenny and George.</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p>

			visual assessments, including artwork research papers projects
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Sadlier Oxford <i>Vocabulary Workshop</i> , Level D		Define new words in context	interim assessments/quizzes tests
Grammar		Students will be able to identify various parts-of speech. More specifically, students will work on each part and will learn its basic function and how it relates to other sentence parts. Students will learn to punctuate sentences and identify both run-on and fragmentary sentences	interim assessments/quizzes tests

English 9: Academic	
Grade Level	9
Course Number	111

Subject Area	English Language Arts
Course Description	
Students participate in an integrated course comprised of vocabulary study, grammar, writing and literature. Composition will focus on various styles including narrative, descriptive, and persuasive, among others. Literature study will be comprised of selected works. Developmental reading skills may be included as needed.	
Content Standards	
Reading Standards for Literature	
Key Ideas and Details	
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.	
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.	
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	
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.)	
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.	
6. Analyze a case in which grasping 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	
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.)	
8. (Not applicable to literature)	
MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).	
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	
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.	
Reading Standards for Informational Text	
Key Ideas and Details	
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.	
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.	
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	

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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>	
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.
8.	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>	
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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.

<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> 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”). b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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.
<p>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</p>

any discrepancies among the data.
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.
<i>Presentation of Knowledge and Ideas</i>
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.
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.
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 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<i>Knowledge of Language</i>
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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<i>Vocabulary Acquisition and Use</i>
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

How does literature reflect the culture and history of the time period from which it comes?
How do characters transition from innocence to experience?
How do we define self and our role(s) in society?
How do individuals Struggle with Conscience?
How is literature relevant to modern times?
What are the Consequences of Characters' Strengths and Weaknesses?
How does literature reflect the human condition?
What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?
What is fate and free will and how do they govern our lives?

Enduring Understandings

Students will learn how to:

- Analyze characters and their notions of self in various works from different genres
- Analyze characters' roles in society
- Identify and explain significant historical realities that relate to the setting
- Make support judgments about themselves and their roles in society based on issues raised in the works as a whole
- Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence
- Define new words in context
- Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Differentiate aspects of the work's narrative structure: exposition, inciting incident, rising action, climax, falling action, and denouement
- Recognize and contrast different characters and their development
- Present their information in an organized way through both written and oral expression
- Define conscience and recognize its role in their own lives
- Analyze characters' awareness of and struggles with conscience in various works from different genres
- Demonstrate a clear understanding of the society being described in a given work
- Analyze how the individual's conscience comes in conflict with society at large
- Describe and critique how a given character responds to this conflict
- Connect this character's handling of the conflict with the theme(s) of the work
- Defend value judgments about good versus evil using evidence from the work
- Recognize, explain, or summarize key aspects of plot
- Compare and contrast different characters and their development
- Present this information in an organized way through both written and oral expression
- Recognize character strengths such as integrity, humility, wisdom, courage, and patience
- Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness
- Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw
- Examine and interpret how a character's strengths and weakness influence his/her thinking, decisions, actions, and growth

Evidence of Understanding

The students will:

- Complete interim assessments/quizzes on short works or sections of longer works
- Complete tests on major units and/or works
- Complete open-book assessments intended to show use of text
- work in groups/pairs
- Complete multiple choice and sentence completions to show understanding of text
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose five paragraph essays to assess larger themes and/or major works
- Compose narrations, including retelling a short portion of text from another point of view
- Write creatively
- Write in a journal, responding to personal or textual prompts
- Create visual assessments, including artwork
- Write research papers
- Complete projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<i>To Kill a Mockingbird</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How do characters transition from innocence to experience?</p> <p>How do we define self and our role(s) in society?</p> <p>How do individuals Struggle with Conscience?</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically the Civil Rights Movement and its effect on America in the 20th century</p> <p>Identify Jem's and Scout's transition from innocence to experience</p> <p>Analyze Atticus' awareness of, and struggles with conscience</p> <p>Recognize Atticus' strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>The Crucible</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How is it relevant to modern times?</p> <p>How do individuals Struggle with Conscience?</p> <p>What are the Consequences of Characters' Strengths and Weaknesses?</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically pre-colonial puritan society and its relationship to McCarthyism in the 1950s.</p> <p>Analyze John Proctor's awareness of, and struggles with conscience</p> <p>Recognize John Proctor's strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p>

		<p>Examine and interpret how John Proctor's strengths and weakness influence his/her thinking, decisions, actions, and growth</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>The Adventures of Tom Sawyer</i>	<p>How do characters transition from innocence to experience?</p> <p>How do we define self and our role(s) in society?</p> <p>How does it reflect the human condition?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p>	<p>Identify Tom's transition from innocence to experience.</p> <p>Analyze and compare the roles of children and adults in society.</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>Romeo and Juliet</i>	How does it reflect the culture	Students will be able to read	interim assessments/quizzes

	<p>and history of the time period from which it comes?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p> <p>What is fate and free will and how do they govern our lives?</p>	<p>and analyze Elizabethan theatre. In addition, students will be able to learn about Shakespeare's use of language and the poetic structure of blank verse.</p> <p>Identify relevant literary devices within the work, including figures of speech, and explain their significance or effectiveness in the work as a whole</p> <p>Students will be able to learn about the concept of tragedy and will be able to analyze the ways the ending of the work is true to the characters intentions.</p> <p>Differentiate between what is fate and what is free will in a character's actions</p> <p>Assess how fate and free will contribute to a character's and a work's outcomes</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>The Secret Life of Bees</i>	<p>How does it reflect the culture and history of the time period from which it comes?</p> <p>How do characters transition from innocence to experience?</p> <p>How do individuals Struggle with Conscience?</p>	<p>Identify and explain significant historical realities that relate to the setting, specifically the Civil Rights Movement and its effect on America in the 20th century</p> <p>Identify and analyze American Transcendentalism and its relationship to the themes and characters of the novel.</p> <p>Identify Lily's transition from innocence to experience</p> <p>Analyze John Proctor's awareness of, and struggles with conscience</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from</p>

			<p>another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>Of Mice and Men</i>	<p>What connections can be made between the time period of the work and our own times?</p> <p>How does it reflect the human condition?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p>	<p>Students will recognize and contrast modern times with that of the 1930s and the Great Depression.</p> <p>Students will compare and contrast the roles of men and women during this time period. In addition, students will explore the role of the individual in society.</p> <p>Students will examine various themes including those of friendship and violence and the thematic role that the natural world plays in the work.</p> <p>Students will analyze Steinbeck's characterization of both Lenny and George.</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>
<i>Sadlier Oxford Vocabulary Workshop, Level D</i>		Define new words in context	<p>interim assessments/quizzes</p> <p>tests</p>
Grammar		Students will be able to identify various parts-of speech. More specifically, students will work on each	<p>interim assessments/quizzes</p> <p>tests</p>

		part and will learn its basic function and how it relates to other sentence parts.	
		Students will learn to punctuate sentences and identify both run-on and fragmentary sentences	

English 10: Honors

Grade Level	10
Course Number	120
Subject Area	English Language Arts

Course Description

This rigorous course is designed for accelerated students who can work independently. A selection of novels and plays are studied in depth. Writing assignments concentrate on critical analysis, but in addition, some teachers may expect students to keep a journal. Emphasis may be placed on the process and completion of a research paper. Advanced grammar and vocabulary study supplement course work.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)

MA.8.A. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
Reading Standards for Informational Text
<i>Key Ideas and Details</i>
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<i>Craft and Structure</i>
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<i>Integration of Knowledge and Ideas</i>
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<i>Range of Reading and Level of Text Complexity</i>
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
Writing Standards
<i>Text Types and Purposes</i>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>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.</p> <ol style="list-style-type: none"> 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.

<ul style="list-style-type: none"> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 9–10 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come prepared to discussions, 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when

warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<i>Presentation of Knowledge and Ideas</i>
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<i>Knowledge of Language</i>
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. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<i>Vocabulary Acquisition and Use</i>
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.
Essential Questions
<ul style="list-style-type: none"> • How does setting influence characters? • Is total equality desirable? • Is the American dream bankrupt? • What constitutes the line between illusion and reality? • What connections are there between the works' time periods and our time period? • What is a macrocosm versus a microcosm? • Are humans basically good or basically evil?

Enduring Understandings

- Analyze the main characters' conflicts with self (in particular, the conflict between the good and evil in oneself)
- Analyze the main characters' conflicts with others, and in particular how these relate to good and evil in individuals and in society
- Make and support judgments about human nature
- Identify and explain significant historical realities that relate to the setting of the works studied
- Define new words in context
- Apply elements of grammar, usage, and style to their writing
- Identify literary devices in the works as a whole
- Define and apply a wide range of literary terms
- Identify and interpret key events in the plot as they relate to the characters' conflicts with self and others
- Analyze the point of view of the text and how this enhances the reader's understanding of conflicts central to human nature
- Write a comparative analysis of characters focusing on their struggles with good versus evil. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments
- Read selections in different genre that develop the theme of overcoming obstacles and differentiate between the relative difficulties these obstacles present
- Analyze how the main characters overcome or fail to overcome the obstacle they confront
- Clarify the merits of different genres in approaching the theme of overcoming obstacles
- Identify and interpret key events in the plot that relate to the characters' overcoming obstacles
- Analyze the point of view of the text and how this enhances the reader's understanding of the obstacles the characters face
- Analyze literary elements and define literary terms for the works being studied
- Understand and apply elements of grammar, usage, and style
- Define new words in context
- Develop their analytical writing skills
- Read aloud with clarity and understanding from dramatic works; prepare, organize, and present dramatic readings
- Identify and explain significant historical realities that relate to the setting of the works studied
- Write a comparative analysis of characters focusing on their overcoming obstacles. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments
- Analyze the main characters' level of awareness and understanding of self and identity in a number of selections from different genres
- Analyze characters' awareness of self and identity in comparison with that of other characters' understanding of self and identity
- Examine how the historical setting influences the character's sense of self and identity
- Clarify the merits of different genre in approaching the theme of self and identity
- Write a comparative analysis of characters focusing on self-growth without loss of identity
- Identify the main characters' turning points in various works from different genre
- Analyze how the main characters' turning points affect them as well as the other characters in the work
- Identify the key events in the plot that contribute to these turning points
- Analyze how the historical aspects of the setting affect the characters' turning points
- Identify and interpret key events in the plot as they relate to the characters' turning points
- Write a research paper comparing two characters from their independent study and focusing on turning points and how these change the characters' lives for the better. These papers will incorporate sufficient literary criticism (to enhance) and textual quotations (to support) their arguments

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text

- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<i>The Kite Runner</i>	--Is history destined to repeat itself? --How do motherless sons navigate through life? --In what ways can a person atone for a terrible act? --How does setting influence character? --How do immigrants react to life in a new country?	--have an understanding of background on Afghanistan's history and languages --make educated guesses about the meaning of foreign words, based on context clues --recognize and analyze symbols --recognize a "frame story" --understand the literary technique of flashback	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Animal Farm</i>	--do citizens have a responsibility to overthrow an unjust government? --does power always corrupt? --is there any way to make people equal? --is total equality desirable?	--understand the concepts of allegory and satire --recognize connections with the Russian Revolution --understand the dangers of trying to achieve total equality at any cost	<ul style="list-style-type: none"> • -quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Death of a Salesman</i>	--what is the American dream? --is the American dream a bankrupt idea? --does the capitalist system use people up and then discard them? --do parents who enable their children destroy them?	--explain the idea of the American dream --understand and explain symbolism --discuss specific themes from the play --recognize flashback as a	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to

	--how do we draw the line between illusion and reality? --are sons doomed to always disappoint their fathers?	dramatic technique	<p>assess larger themes and/or major works</p> <ul style="list-style-type: none"> • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>The Elements of Style</i>	(Grammar & usage manual)	--recognize commonly confused words --make correct grammar choices --understand subtleties of English grammar	<ul style="list-style-type: none"> • quizzes and tests • open responses/paragraph responses
<i>Black Boy (American Hunger & The Horror and the Glory)</i>	--what experiences did a young black male have in the 1920s + 1930s? --how did racism affect Richard Wright? --what does it mean to be an outsider? --what types of changes have occurred in the U.S. since the 1930s? --what role did communism play in Richard Wright's life? --how does family affect a person (positively and negatively)?	--explain the cultural norms of the American South in the 1920s and 30s --understand the concept of an autobiographical novel --compare the story with a contemporary account of African-American experience	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>A Prayer for Owen Meany</i>	--how does a historical time period affect the people who are living during it? --how do past experiences affect current experience? --what is the role of fate versus free will?	--understand and explain symbolism --understand how the Vietnam War affected young adults in the U.S. --recognize the characteristics of a non-linear narrative	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Points of View</i> (short story collection)	--what are some different narrative techniques used in short stories? --how does a short story differ	--understand the unique characteristics of a short story	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open

	from a novel?		<p>responses/paragraph responses</p> <ul style="list-style-type: none"> • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>A Separate Peace</i>	<p>--how does a historical time period affect the people who are living during it?</p> <p>--how are young and old people affected differently by war and other historical events?</p> <p>--how does one deal with the darker sides of friendship—jealousy, dishonesty, and peer pressure?</p> <p>--how is the text relevant to modern times?</p> <p>--what connections can be made between the time period of this work and our own times, and other works from this course?</p>	<p>--explain the influence of World War II and the New England, private school setting on characters' motivations and behavior.</p> <p>--explore the nature of friendship, peer pressure, internal vs. external conflict, struggles of adolescence</p> <p>--contrast macrocosm vs. microcosm</p> <p>--formulate parallels between other novels--symbolic characters, thematic similarities, etc.</p>	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Lord of the Flies</i>	<p>--how does the novel's island setting create an allegory for our modern world?</p> <p>--are humans born evil? What comment is the author making on human nature?</p> <p>--in the struggle for leadership in society, which types of characters emerge on top? Why?</p>	<p>--relate the novels' themes to current and historical events such as war, power struggles, dictatorships</p> <p>--evaluate themes involving the essential good or evil of human character, human savagery, choice of leadership, foundations of civilization</p> <p>--identify the use of essential literary devices such as mood, foreshadowing, allusion, symbols</p> <p>--formulate parallels between other novels--symbolic characters, thematic similarities, etc.</p>	<ul style="list-style-type: none"> • -quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Oedipus the King</i>	<p>--how does it reflect the culture and history of the time period during which it was set?</p> <p>--why is this play a foundation for much of our modern literature?</p>	<p>--explain elements of Greek history and mythology as alluded to in the text</p> <p>--research and explore the role of Greek literature and culture on our own society and canon--specifically the</p>	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to

		elements of drama, tragedy, Greek vocabulary, and the Oedipus complex --discuss what makes a tragic hero and the types of tragic flaws, and compare these elements in Oedipus to other dramas covered in this course (<i>Macbeth</i> , <i>Death of a Salesman</i>)	<p>assess larger themes and/or major works</p> <ul style="list-style-type: none"> • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Sadlier-Oxford Vocabulary Workshop, Level F</i> , by Jerome Shostak	(vocabulary)	--understand definitions of new vocabulary words, and be able to use them in context	<ul style="list-style-type: none"> • quizzes and tests to assess knowledge of terms
<i>The Count of Monte Cristo</i> by Alexandre Dumas and/or <i>Les Miserable</i> , by Victor Hugo	<p>--how do the elements of history affect an individual's behavior?</p> <p>--what effect does revenge have on the avenger?</p> <p>--when can sins from the past be atoned for or forgiven?</p> <p>--how can hardships change an individual for the better or worse?</p>	<p>--relate key elements of French history to their importance to the novels' plots</p> <p>--discuss the external and internal conflicts of the novels' central characters in relation to themselves and their environments</p> <p>--draw conclusions, analyze, and synthesize the novels' essential components as independent readers</p>	<ul style="list-style-type: none"> • -quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<i>Much Ado about Nothing</i> or <i>Macbeth</i> , by Shakespeare	<p>--how can a punishment be made to fit a crime?</p> <p>--what role does eavesdropping play in <i>Much Ado</i>?</p> <p>--what causes an individual to become power-hungry?</p> <p>--how is the saying "it's a fine line between love and hate" relevant?</p> <p>--how could <i>Much Ado</i> have been a tragedy instead of a comedy?</p>	<p>--understand the definition of a Shakespearean comedy or tragedy</p> <p>--identify protagonists and antagonists</p>	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects

Grade Level	10
Course Number	121
Subject Area	English Language Arts

Course Description

Students participate in an integrated course involving crucial communication skills. The writing focus is expository, highlighting fundamental forms: analytical, descriptive, narrative, and persuasive. Literature study concentrates on the genres: novel, poetry, drama, short story, and essay. Vocabulary development and grammar skills receive emphasis in the course.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<i>Integration of Knowledge and Ideas</i>	
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

the narrative.
MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).
<i>Production and Distribution of Writing</i>
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.)
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 9–10 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>
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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come prepared to discussions, 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<i>Presentation of Knowledge and Ideas</i>
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)
Language Standards

<i>Conventions of Standard English</i>	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<i>Knowledge of Language</i>	
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. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<i>Vocabulary Acquisition and Use</i>	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.
Essential Questions	
<ul style="list-style-type: none"> • How does setting influence characters? • Is total equality desirable? • Is the American dream bankrupt? • What constitutes the line between illusion and reality? • What connections are there between the works' time periods and our time period? • What is a macrocosm versus a microcosm? • Are humans basically good or basically evil? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Analyze the main characters' conflicts with self (in particular, the conflict between the good and evil in oneself) • Analyze the main characters' conflicts with others, and in particular how these relate to good and evil in individuals and in society • Make and support judgments about human nature • Identify and explain significant historical realities that relate to the setting of the works studied • Define new words in context • Apply elements of grammar, usage, and style to their writing • Identify literary devices in the works as a whole • Define and apply a wide range of literary terms • Identify and interpret key events in the plot as they relate to the characters' conflicts with self and others • Analyze the point of view of the text and how this enhances the reader's understanding of conflicts central to human nature • Write a comparative analysis of characters focusing on their struggles with good versus evil. These papers will make 	

use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments

- Read selections in different genre that develop the theme of overcoming obstacles and differentiate between the relative difficulties these obstacles present
- Analyze how the main characters overcome or fail to overcome the obstacle they confront
- Clarify the merits of different genres in approaching the theme of overcoming obstacles
- Identify and interpret key events in the plot that relate to the characters' overcoming obstacles
- Analyze the point of view of the text and how this enhances the reader's understanding of the obstacles the characters face
- Analyze literary elements and define literary terms for the works being studied
- Understand and apply elements of grammar, usage, and style
- Define new words in context
- Develop their analytical writing skills
- Read aloud with clarity and understanding from dramatic works; prepare, organize, and present dramatic readings
- Identify and explain significant historical realities that relate to the setting of the works studied
- Write a comparative analysis of characters focusing on their overcoming obstacles. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments
- Analyze the main characters' level of awareness and understanding of self and identity in a number of selections from different genres
- Analyze characters' awareness of self and identity in comparison with that of other characters' understanding of self and identity
- Examine how the historical setting influences the character's sense of self and identity
- Clarify the merits of different genre in approaching the theme of self and identity
- Write a comparative analysis of characters focusing on self-growth without loss of identity
- Identify the main characters' turning points in various works from different genre
- Analyze how the main characters' turning points affect them as well as the other characters in the work
- Identify the key events in the plot that contribute to these turning points
- Analyze how the historical aspects of the setting affect the characters' turning points
- Identify and interpret key events in the plot as they relate to the characters' turning points
- Write a research paper comparing two characters from their independent study and focusing on turning points and how these change the characters' lives for the better. These papers will incorporate sufficient literary criticism (to enhance) and textual quotations (to support) their arguments

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<i>The Kite Runner</i>	--Is history destined to repeat itself? --How do motherless sons navigate through life? --In what ways can a person atone for a terrible act? --How does setting influence character? --How do immigrants react to life in a new country?	--have an understanding of background on Afghanistan's history and languages --make educated guesses about the meaning of foreign words, based on context clues --recognize and analyze symbols --recognize a "frame story" --understand the literary technique of flashback	--narration, including retelling a short portion of text from another point of view --analyze literary elements and define literary terms for the works being studied
<i>Animal Farm</i>	--do citizens have a responsibility to overthrow an unjust government? --does power always corrupt? --is there any way to make people equal? --is total equality desirable?	--understand the concepts of allegory and satire --recognize connections with the Russian Revolution --understand the dangers of trying to achieve total equality at any cost	<ul style="list-style-type: none"> • interim assessments/quizzes • tests • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>Death of a Salesman</i>	--what is the American dream? --is the American dream a bankrupt idea? --does the capitalist system use people up and then discard them? --do parents who enable their	--explain the idea of the American dream --understand and explain symbolism --discuss specific themes from the play	<ul style="list-style-type: none"> • interim assessments/quizzes • tests • open-book assessments intended to show

	children destroy them? --how do we draw the line between illusion and reality? --are sons doomed to always disappoint their fathers?	--recognize flashback as a dramatic technique	use of text <ul style="list-style-type: none"> • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>The Elements of Style</i>	(Grammar & usage manual)	--recognize commonly confused words --make correct grammar choices --understand subtleties of English grammar	quizzes identifying concepts in other texts covered in class applying concepts in peer editing
<i>Black Boy (American Hunger & The Horror and the Glory)</i>	--what experiences did a young black male have in the 1920s + 1930s? --how did racism affect Richard Wright? --what does it mean to be an outsider? --what types of changes have occurred in the U.S. since the 1930s? --what role did communism play in Richard Wright's life? --how does family affect a person (positively and negatively)?	--explain the cultural norms of the American South in the 1920s and 30s --understand the concept of an autobiographical novel --compare the story with a contemporary account of African-American experience	• interim assessments/quizzes • tests • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph

			essays to assess larger themes and/or major works <ul style="list-style-type: none"> • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>Points of View</i> (short story collection)	--what are some different narrative techniques used in short stories? --how does a short story differ from a novel?	--understand the unique characteristics of a short story	<ul style="list-style-type: none"> • interim assessments/quizzes • tests • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>A Separate Peace</i>	--how does a historical time period affect the people who are living during it?	--explain the influence of World War II and the New England, private school	<ul style="list-style-type: none"> • interim assessments/quizzes • tests

	<p>--how are young and old people affected differently by war and other historical events?</p> <p>--how does one deal with the darker sides of friendship—jealousy, dishonesty, and peer pressure?</p> <p>--how is the text relevant to modern times?</p> <p>--what connections can be made between the time period of this work and our own times, and other works from this course?</p>	<p>setting on characters' motivations and behavior.</p> <p>--explore the nature of friendship, peer pressure, internal vs. external conflict, struggles of adolescence</p> <p>--contrast macrocosm vs. microcosm</p> <p>--formulate parallels between other novels--symbolic characters, thematic similarities, etc.</p>	<ul style="list-style-type: none"> • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>Lord of the Flies</i>	<p>--how does the novel's island setting create an allegory for our modern world?</p> <p>--are humans born evil? What comment is the author making on human nature?</p> <p>--in the struggle for leadership in society, which types of characters emerge on top? Why?</p>	<p>--relate the novels' themes to current and historical events such as war, power struggles, dictatorships</p> <p>--evaluate themes involving the essential good or evil of human character, human savagery, choice of leadership, foundations of civilization</p> <p>--identify the use of essential literary devices such as mood, foreshadowing, allusion, symbols</p> <p>--formulate parallels between other novels--symbolic characters, thematic similarities, etc.</p>	<ul style="list-style-type: none"> • interim assessments/quizzes • tests • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works

			<ul style="list-style-type: none"> • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>Oedipus the King</i>	<p>--how does it reflect the culture and history of the time period during which it was set?</p> <p>--why is this play a foundation for much of our modern literature?</p>	<p>--explain elements of Greek history and mythology as alluded to in the text</p> <p>--research and explore the role of Greek literature and culture on our own society and canon--specifically the elements of drama, tragedy, Greek vocabulary, and the Oedipus complex</p> <p>--discuss what makes a tragic hero and the types of tragic flaws, and compare these elements in Oedipus to other dramas covered in this course (<i>Macbeth</i>, <i>Death of a Salesman</i>)</p>	<ul style="list-style-type: none"> • interim assessments/quizzes • tests • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
<i>Sadlier-Oxford Vocabulary Workshop, Level E</i>	(vocabulary)	--understand definitions of new vocabulary words, and be able to use them in context	<ul style="list-style-type: none"> • interim assessments/quizzes

American Literature: Honors

Grade Level	11
Course Number	130
Subject Area	English Language Arts

Course Description

American Literature Honors is the study of a young nation and its search for an identity through the written word. American Literature Honors follows chronologically, the development of the American Author, the American Identity, the American Individual and the American Ideal. From Colonial writings, Romanticism, Transcendentalism, Realism through the 20th Century, the Harlem Renaissance Poets, and current news articles/radio broadcasts, the class observes the building of the nation and its people through various texts. The literature we have created as a nation shows the unique sensibilities of the progression of our identity. Symbiotically, the student evaluates his/her own fomenting of identity and individuality through the works, discussions and writings in the class. The ultimate goal is to create students who can think logically and analyze critically, through lucid writing and confident speech, on the literature and most importantly, on themselves.

Major American authors will be the focus of this in-depth survey course. A thematic scheme will be maintained as students examine writings in the context of culture from Puritan beginnings to modern times. Historical perspective will provide background for the writings. Students should expect a rigorous reading load as well as frequent analytical papers and journal assignments to develop and refine critical judgments. Superior reading and writing skills are necessary for success in this course.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping 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

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.)
8. (Not applicable to literature)

MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

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.
<i>Range of Reading and Level of Text Complexity</i>
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.
Reading Standards for Informational Text
<i>Key Ideas and Details</i>
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.
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.
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.
<i>Craft and Structure</i>
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>
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.
8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards
<i>Text Types and Purposes</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> 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 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. 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. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

<p>accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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). 	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). 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. 	
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>	
<p><i>Production and Distribution of Writing</i></p>	
<p>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.)</p>	
<p>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 on page 67.)</p>	
<p>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.</p>	
<p><i>Research to Build and Present Knowledge</i></p>	
<p>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.</p>	
<p>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.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”). 	
<p><i>Range of Writing</i></p>	
<p>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.</p>	

Speaking and Listening Standards	
Comprehension and Collaboration	
1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none">a. 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.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. 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.d. 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.
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.
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	
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.
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.
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 on page 67 for specific expectations.)
Language Standards	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">a. Observe hyphenation conventions.b. Spell correctly.
Knowledge of Language	
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. <ul style="list-style-type: none">a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none">a. 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.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

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.

Essential Questions

What is the overall meaning of a work?

How does a prose author use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning?

How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?

How does a dramatist use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?

How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?

What cultural, societal, and historical factors, if any, provide context or add meaning to the work?

How does a protagonist in a play demonstrate the characteristics of a tragic hero? How do diverse works share similar themes and content?

How do the differences between the works add substance to their shared theme?

What criteria help determine the literary value of a work?

How does a character's search for identity convey the meaning or add to the meaning of a work?

Enduring Understandings

- Analyze characters and their notions of self and identity in various works from different genres
- Analyze characters' roles in society
- Identify and explain significant historical realities that relate to the setting
- Make support judgments about themselves and their roles in society based on issues raised in the works as a whole
- Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence
- Define new words in context
- Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Differentiate aspects of the work's narrative structure: exposition, inciting incident, rising action, climax, falling action, and denouement
- Recognize and contrast different characters and their development
- Present their information in an organized way through both written and oral expression
- Define conscience and recognize its role in their own lives
- Analyze characters' awareness of and struggles with conscience in various works from different genres
- Demonstrate a clear understanding of the society being described in a given work
- Analyze how the individual's conscience comes in conflict with society at large
- Describe and critique how a given character responds to this conflict
- Connect this character's handling of the conflict with the theme(s) of the work
- Defend value judgments about good versus evil using evidence from the work
- Recognize, explain, or summarize key aspects of plot
- Compare and contrast different characters and their development
- Present this information in an organized way through both written and oral expression
- Recognize character strengths such as integrity, humility, wisdom, courage, and patience
- Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness
- Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw
- Examine and interpret how a character's individual strengths and weakness influence his/her thinking, decisions, actions, and growth
- Describe the character in his/her state of innocence or naïveté
- Describe the character after he/she has gained insight or wisdom through experience
- Identify what triggers a character's transition from innocence to experience

- Compare and contrast this change with development of the other characters in the work
- Evaluate the price that comes with growth

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects (including multi-media projects)
- journal-type essays on devoted topic, text open class discussions based on critical thinking responses to literature, current news, social issues

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Puritanism Selected poetry and essays	<p>What is the overall meaning of a work?</p> <p>How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work?</p>	<p>Identify and explain significant historical realities that relate to the setting</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness</p>	<p>interim assessments/quizzes on short works or sections of longer works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal writing, responding to personal or text-related prompts</p>
<i>The Scarlet Letter</i> (Romanticism)	<p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character in Puritan Boston?</p> <p>What cultural, societal, and historical factors, e.g. theocracy and male/female roles if any, provide context or add meaning to the work?</p> <p>How does a character's search for identity---Hester and Dimmesdale and Pearl--- convey the meaning</p>	<p>Analyze characters and their notions of self and identity in the novel.</p> <p>Analyze characters' roles in society</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Make support judgments about themselves and their roles in society based on</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works.</p> <p>journal writing, responding to personal or text-related</p>

	<p>or add to the meaning of a work?</p>	<p>issues raised in the works as a whole</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Examine and interpret how a character's individual strengths and weakness influence his/her thinking, decisions, actions, and growth</p>	<p>prompts</p> <p>journal-type essays on devoted topic, text</p> <p>open class discussions based on critical thinking</p>
<p><i>Moby-Dick</i> (Romanticism)</p>	<p>How does Ishmael's search for identity convey the meaning or add to the meaning of the novel?</p> <p>How does Melville use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning in the story?</p> <p>What is the overall meaning or overarching theme of the novel?</p> <p>What conventional and unconventional parts of the set-up of <i>Moby-Dick</i> help determine the literary value of it?</p>	<p>Understand the creation and style of Melville's complex novel</p> <p>Develop ideas on the unique aspects of the American Hero</p> <p>Synthesize the American Individual of several protagonists/antagonists in the novel through writing and discussion</p> <p>Express through writing and discussion the pervasive symbolism in the story</p> <p>Understand and follow narrative voice and point of view in <i>Moby-Dick</i></p> <p>Cite and examine character's struggle with conscience</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>visual assessments, including artwork</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>Give an oral presentation on 5-6 chapters of the novel focusing on plot, characterization, technique, tone, and symbols</p>
<p><i>Short Stories and Poetry of Edgar Allan Poe</i></p>	<p>How did Poe's life affect his writing?</p> <p>What impact did Poe have on</p>	<p>Analyze how a character responds to conflict (external and internal) and loss</p>	<p>tests on major units and/or works</p> <p>open-book assessments</p>

	<p>modern literature?</p> <p>How does Poe use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning in his stories and poems?</p> <p>What is the overall meaning or overarching theme of the stories?</p> <p>What is an unreliable narrator, and what role does such a narrator play in Poe's works?</p>	<p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Recognize, explain, or summarize key aspects of plot in the sort story setting</p> <p>Compare and contrast different characters and their development—forward or backward or in stasis</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Understand the genres of gothic and horror literature</p>	<p>intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>visual assessments, including artwork</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>
Grammar and Language	(grammar & usage manual)	<p>recognize commonly confused words</p> <p>make correct grammar choices</p> <p>understand subtleties of English grammar</p>	<p>interim assessments/quizzes</p> <p>work in groups/pairs</p> <p>multiple choice and sentence completion to show understanding of the rules of grammar and the English language</p>
American Poetry with a focus on modern works and the works of the 19 th Century New England Poets	<p>How does a poet, Dickinson, Whitman, Longfellow, Lowell, use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>What are the beginnings of the New England Poetry movement and what is their style they employ?</p> <p>What differences are noted in the themes and diction of modern poetry versus 19th century poetry?</p>	<p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Discuss and write about how a poet uses poetic devices such as figurative language, rhyme, and diction to convey meaning</p> <p>Understand the different forms of poetry that ultimately convey similar revelations about human beings—from Emily Dickinson to John Updike and Billy Collins</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
Realism and Modernism Assigned short stories from the anthology, <i>Adventures in American Literature</i>	<p>What is the overall meaning of a short story from the Realism era?</p> <p>How does a prose author like Cather, Jewett, Faulkner and London use elements of fiction</p>	<p>Analyze characters and their notions of self and identity in various works from different genres</p> <p>Analyze characters' roles in</p>	<p>tests on major units and/or works</p> <p>five paragraph essays to assess larger themes and/or major works</p>

	<p>(plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work, whether the story is set in rural Maine or the Yukon?</p> <p>How does a character's search for identity---Sylvia from A White Heron and the boy from The Bear, for example---convey the meaning or add to the meaning of a work?</p>	<p>society</p> <p>Identify and explain significant historical realities that relate to the setting across the United States.</p> <p>Define conscience and recognize its role in their own lives.</p> <p>Analyze characters' awareness of and struggles with conscience in regard to society.</p> <p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to this conflict for a positive or negative result.</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, in the stories of Realism.</p> <p>Recognize, explain, or summarize key aspects of plot in the sort story setting.</p> <p>Compare and contrast different characters and their development—forward or backward or in stasis.</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
Transcendentalism	<p>How does Emerson's search for identity convey the meaning or add to the meaning of a work like Self-Reliance?</p> <p>What cultural, societal, and historical factors, if any, provide</p>	<p>Identify and explain significant historical realities that relate to the setting in the 1850's</p> <p>Classify the type of narrator and the point of view in a</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p>

	<p>context or add meaning to the Transcendental movement specifically Thoreau's Civil Disobedience?</p> <p>What is the overall meaning of Thoreau's <i>Walden</i> and Emerson's writing on intuition and nature?</p>	<p>given work, and judge their effectiveness</p> <p>Describe the character after he has gained insight or wisdom through experience</p> <p>Differentiate aspects of the work's narrative structure: exposition, action, and denouement, especially in Thoreau's <i>Walden</i>.</p>	<p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>interim assessments/quizzes on short works or sections of longer works</p>
<p>American Speeches: JFK, RFK, MLK, EMK, Steve Jobs, William Faulkner, Jimmy Valvano, Barack Obama</p>	<p>What criteria help determine the literary value of a work?</p> <p>How do nonfiction speeches translate as literature?</p> <p>How does a poet/speechwriter use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>How does a dramatist/ effective orator use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?</p>	<p>Identify and explain significant historical realities that relate to the setting of the speech</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Demonstrate a clear understanding of the society being described in a given work from inaugural addresses to Obama Newtown Speech</p> <p>Analyze how the individual's conscience comes in conflict with society at large, especially MLK's I Have a Dream Speech.</p> <p>Describe and critique how a given character responds to a conflict of civil rights and life and death issues</p>	<p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
<p><i>The Adventures of Huckleberry Finn</i></p>	<p>What criteria help determine the literary value of a work?</p> <p>How does Twain use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning in his coming of age story?</p> <p>What cultural, societal, and historical factors, in <i>Huck Finn</i>, provide context or add meaning to the work?</p>	<p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to this conflict</p> <p>Connect this character's handling of the conflict with the theme(s) of the work</p> <p>Defend value judgments</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>research paper</p>

	How does a Huck's search for identity convey the meaning or add to the meaning of a work?	<p>about good versus evil using evidence from the work</p> <p>Recognize Huck's strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Recognize Huck's weakness such as secrecy, arrogance, ignorance, cowardice, and rashness</p> <p>Present this information in an organized way through both written and oral expression</p>	
<i>Ethan Frome</i>	<p>How does Wharton use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey and enhance meaning?</p> <p>How does <i>Ethan Frome</i> reflect the culture and history of the time period during which it was set?</p> <p>What criteria help determine the literary value of the novella?</p> <p>How does Ethan's search for identity convey the meaning or add to the meaning of a work?</p>	<p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to this conflict</p> <p>Connect this character's handling of the conflict with the theme(s) of the work</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, in the novella.</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>Creative writing</p>
<i>The Great Gatsby</i>	To what extent does Gatsby's wealth, and all the luxuries that it provides, affect his ability to achieve what he desires? How do other characters' attitudes toward wealth affect what happens throughout the narrative? Can class status be changed?	<p>Analyze characters and their notions of self and identity in the novel.</p> <p>Analyze characters' roles in society</p> <p>Identify and explain significant historical realities</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to</p>

	<p>How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers' interpretations? To what extent is Fitzgerald's message sustained or lost to present-day audiences?</p> <p>How do Fitzgerald's descriptions of geography and setting influence our understanding of character motivations and conflicts?</p> <p>To what extent are characters disillusioned, or unsatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.)?</p> <p>What is Fitzgerald's message about the American Dream?</p>	<p>that relate to the setting</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery</p> <p>Analyze Fitzgerald's use of symbolism, irony, and imagery (specifically of color) in the novel</p>	<p>assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>
<i>The Things They Carried</i>	<p>How can truth be fiction, and fiction be truth?</p> <p>How does fiction relate to real life?</p> <p>How do our perspectives and experiences guide our understanding of the truth?</p> <p>Why do people tell stories?</p> <p>How does the historical context – Vietnam and the 1960s – impact O'Brien's writing, and our understanding of it?</p> <p>What is metafiction?</p>	<p>Analyze O'Brien's work as a piece of war literature</p> <p>Analyze characters and their notions of self and identity in the novel.</p> <p>Analyze characters' roles in (and interactions with) society</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>
Harlem Renaissance Poets	<p>How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme,</p>	<p>Demonstrate a clear understanding of the society being described in the poems</p>	<p>tests on major units and/or works</p>

	<p>meter, etc.) to convey meaning?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the poems of the Harlem Renaissance?</p>	<p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p>	<p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
Current Events & Readings	<p>How do the events on a local, national and international level affect who we are as students, and human beings?</p> <p>What impact do college choices have on what goals students create for themselves?</p> <p>How do students process school assemblies in their thoughts and words and actions?</p>	<p>Analyze characters' awareness of and struggles with conscience in various works from different genres</p> <p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Make support judgments about themselves and their roles in society based on issues raised in the works as a whole</p>	Journal responses and discussion
<i>Sadlier-Oxford Vocabulary Workshop, Level G</i>	(vocabulary)	--understand definitions of new vocabulary words, and be able to use them in context	Unit quizzes and tests

American Literature: Academic

Grade Level	11
Course Number	131

Subject Area	English Language Arts
Course Description	
<p>American Literature Honors is the study of a young nation and its search for an identity through the written word. American Literature Honors follows chronologically, the development of the American Author, the American Identity, the American Individual and the American Ideal. From Colonial writings, Romanticism, Transcendentalism, Realism through the 20th Century, the Harlem Renaissance Poets, and current news articles/radio broadcasts, the class observes the building of the nation and its people through various texts. The literature we have created as a nation shows the unique sensibilities of the progression of our identity. Symbiotically, the student evaluates his/her own fomenting of identity and individuality through the works, discussions and writings in the class. The ultimate goal is to create students who can think logically and analyze critically, through lucid writing and confident speech, on the literature and most importantly, on themselves.</p> <p>Students examine the literature of America from Puritan times to the present. This survey course requires reading major American writers in an historical framework. Important literary movements such as Romanticism, Transcendentalism, and Realism are analyzed with appropriate readings to ascertain how they reflect American life in past eras. Critical essays, journal assignments, research papers, and vocabulary development augment the literature component.</p>	
Content Standards	
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
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.	
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.	
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).	
<i>Craft and Structure</i>	
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.)	
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.	
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
<i>Integration of Knowledge and Ideas</i>	
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.)	
8. (Not applicable to literature)	
MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).	
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.	
<i>Range of Reading and Level of Text Complexity</i>	
<p>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.</p> <p>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.</p>	
Reading Standards for Informational Text	

<i>Key Ideas and Details</i>	
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.
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.
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.
<i>Craft and Structure</i>	
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>	
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.
8.	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>	
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> 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 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. 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. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

<ul style="list-style-type: none"> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> 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”). b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come prepared to discussions, 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and

<p>establish individual roles as needed.</p> <p>c. 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.</p> <p>d. 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.</p>
<p>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.</p>
<p>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.</p>
<p><i>Presentation of Knowledge and Ideas</i></p>
<p>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.</p>
<p>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.</p>
<p>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 on page 67 for specific expectations.)</p>
<p>Language Standards</p>
<p><i>Conventions of Standard English</i></p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<p><i>Knowledge of Language</i></p>
<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><i>Vocabulary Acquisition and Use</i></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>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.</p>
<p>Essential Questions</p>
<p>What is the overall meaning of a work?</p> <p>How does a prose author use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey</p>

meaning?

How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?

How does a dramatist use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?

How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?

What cultural, societal, and historical factors, if any, provide context or add meaning to the work?

How does a protagonist in a play demonstrate the characteristics of a tragic hero? How do diverse works share similar themes and content?

How do the differences between the works add substance to their shared theme?

What criteria help determine the literary value of a work?

How does a character's search for identity convey the meaning or add to the meaning of a work?

Enduring Understandings

- Analyze characters and their notions of self and identity in various works from different genres
- Analyze characters' roles in society
- Identify and explain significant historical realities that relate to the setting
- Make support judgments about themselves and their roles in society based on issues raised in the works as a whole
- Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence
- Define new words in context
- Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Differentiate aspects of the work's narrative structure: exposition, inciting incident, rising action, climax, falling action, and denouement
- Recognize and contrast different characters and their development
- Present their information in an organized way through both written and oral expression
- Define conscience and recognize its role in their own lives
- Analyze characters' awareness of and struggles with conscience in various works from different genres
- Demonstrate a clear understanding of the society being described in a given work
- Analyze how the individual's conscience comes in conflict with society at large
- Describe and critique how a given character responds to this conflict
- Connect this character's handling of the conflict with the theme(s) of the work
- Defend value judgments about good versus evil using evidence from the work
- Recognize, explain, or summarize key aspects of plot
- Compare and contrast different characters and their development
- Present this information in an organized way through both written and oral expression
- Recognize character strengths such as integrity, humility, wisdom, courage, and patience
- Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness
- Identify and apply concepts such as hero, villain, tragedy, tragic hero, and tragic flaw
- Examine and interpret how a character's individual strengths and weakness influence his/her thinking, decisions, actions, and growth
- Describe the character in his/her state of innocence or naïveté
- Describe the character after he/she has gained insight or wisdom through experience
- Identify what triggers a character's transition from innocence to experience
- Compare and contrast this change with development of the other characters in the work
- Evaluate the price that comes with growth

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text

- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects (including multi-media projects)

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Puritanism Selected poetry and essays	<p>What is the overall meaning of a work?</p> <p>How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work?</p>	<p>Identify and explain significant historical realities that relate to the setting</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness</p>	<p>interim assessments/quizzes on short works or sections of longer works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal writing, responding to personal or text-related prompts</p>
<i>The Scarlet Letter</i> (Romanticism)	<p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character in Puritan Boston?</p> <p>What cultural, societal, and historical factors, e.g. theocracy and male/female roles if any, provide context or add meaning to the work?</p> <p>How does a character's search for identity---Hester and Dimmesdale and Pearl--- convey the meaning or add to the meaning of a work?</p>	<p>Analyze characters and their notions of self and identity in the novel.</p> <p>Analyze characters' roles in society</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Make support judgments about themselves and their roles in society based on issues raised in the works as a whole</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works.</p> <p>journal writing, responding to personal or text-related prompts</p>

		<p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Examine and interpret how a character's individual strengths and weakness influence his/her thinking, decisions, actions, and growth</p>	
<i>Short Stories and Poetry of Edgar Allan Poe</i>	<p>How did Poe's life affect his writing?</p> <p>What impact did Poe have on modern literature?</p> <p>How does Poe use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning in his stories and poems?</p> <p>What is the overall meaning or overarching theme of the stories?</p> <p>What is an unreliable narrator, and what role does such a narrator play in Poe's works?</p>	<p>Analyze how a character responds to conflict (external and internal) and loss</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Recognize, explain, or summarize key aspects of plot in the sort story setting</p> <p>Compare and contrast different characters and their development—forward or backward or in stasis</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Understand the genres of gothic and horror literature</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>visual assessments, including artwork</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>
Grammar and Language	(grammar & usage manual)	<p>recognize commonly confused words</p> <p>make correct grammar choices</p> <p>understand subtleties of English grammar</p>	<p>interim assessments/quizzes</p> <p>work in groups/pairs</p> <p>multiple choice and sentence completion to show understanding of the rules of grammar and the English language</p>
American Poetry	How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme,	Identify relevant literary devices within the work, including figures of speech,	tests on major units and/or works

	meter, etc.) to convey meaning?	<p>explain their significance of effectiveness in the work as a whole</p> <p>Discuss and write about how a poet uses poetic devices such as figurative language, rhyme, and diction to convey meaning</p>	<p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
Assigned short stories from the anthology, <i>Adventures in American Literature</i>	<p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work, whether the story is set in rural Maine or the Yukon?</p> <p>How does a character's search for identity---Sylvia from A White Heron and the boy from The Bear, for example---convey the meaning or add to the meaning of a work?</p>	<p>Analyze characters and their notions of self and identity in various works from different genres</p> <p>Analyze characters' roles in society</p> <p>Identify and explain significant historical realities that relate to the setting across the United States.</p> <p>Analyze characters' awareness of and struggles with conscience in regard to society.</p> <p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to this conflict for a positive or negative result.</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, in the stories of Realism.</p> <p>Recognize, explain, or summarize key aspects of plot in the sort story setting.</p> <p>Compare and contrast different characters and their development—forward or</p>	<p>tests on major units and/or works</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>projects</p>

		backward or in stasis. Present this information in an organized way through both written and oral expression	
Transcendentalism	<p>How does Emerson's search for identity convey the meaning or add to the meaning of a work like <i>Self-Reliance</i>?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the Transcendental movement specifically Thoreau's <i>Civil Disobedience</i>?</p> <p>What is the overall meaning of Thoreau's <i>Walden</i>, and Emerson's writing on intuition and nature?</p>	<p>Identify and explain significant historical realities that relate to the setting in the 1850's</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness</p> <p>Describe the character after he has gained insight or wisdom through experience</p> <p>Differentiate aspects of the work's narrative structure: exposition, action, and denouement, especially in Thoreau's <i>Walden</i>.</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>interim assessments/quizzes on short works or sections of longer works</p>
American Speeches: JFK, RFK, MLK, EMK, Steve Jobs, William Faulkner, Jimmy Valvano, Barack Obama	<p>What criteria help determine the literary value of a work?</p> <p>How do nonfiction speeches translate as literature?</p> <p>How does a poet/speechwriter use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>How does a dramatist/ effective orator use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?</p>	<p>Identify and explain significant historical realities that relate to the setting of the speech</p> <p>Identify relevant literary devices within the work, including figures of speech, explain their significance of effectiveness in the work as a whole</p> <p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Analyze how the individual's conscience comes in conflict with society at large, especially MLK's <i>I Have a Dream Speech</i>.</p>	<p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p>
<i>The Adventures of Huckleberry Finn</i>	<p>What criteria help determine the literary value of a work?</p> <p>How does Twain use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey</p>	<p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p>

	<p>meaning in his coming of age story?</p> <p>What cultural, societal, and historical factors, in <u>Huck Finn</u>, provide context or add meaning to the work?</p> <p>How does a Huck's search for identity convey the meaning or add to the meaning of a work?</p>	<p>this conflict</p> <p>Connect this character's handling of the conflict with the theme(s) of the work</p> <p>Defend value judgments about good versus evil using evidence from the work</p> <p>Recognize Huck's strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Recognize Huck's weakness such as secrecy, arrogance, ignorance, cowardice, and rashness</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>five paragraph essays to assess larger themes and/or major works</p> <p>research paper</p>
<i>Ethan Frome</i>	<p>How does Wharton use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey and enhance meaning?</p> <p>How does <i>Ethan Frome</i> reflect the culture and history of the time period during which it was set?</p> <p>What criteria help determine the literary value of the novella?</p> <p>How does Ethan's search for identity convey the meaning or add to the meaning of a work?</p>	<p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Describe and critique how a given character responds to this conflict</p> <p>Connect this character's handling of the conflict with the theme(s) of the work</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, in the novella.</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>creative writing</p>
<i>The Great Gatsby</i>	<p>To what extent does Gatsby's wealth, and all the luxuries that it</p>	<p>Analyze characters and their notions of self and identity in</p>	<p>tests on major units and/or works</p>

	<p>provides, affect his ability to achieve what he desires? How do other characters' attitudes toward wealth affect what happens throughout the narrative? Can class status be changed?</p> <p>How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers' interpretations? To what extent is Fitzgerald's message sustained or lost to present-day audiences?</p> <p>How do Fitzgerald's descriptions of geography and setting influence our understanding of character motivations and conflicts?</p> <p>To what extent are characters disillusioned, or unsatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.)?</p> <p>What is Fitzgerald's message about the American Dream?</p>	<p>the novel.</p> <p>Analyze characters' roles in society</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery</p> <p>Analyze Fitzgerald's use of symbolism, irony, and imagery (specifically of color) in the novel</p>	<p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>
<i>The Things They Carried</i>	<p>How can truth be fiction, and fiction be truth?</p> <p>How does fiction relate to real life?</p> <p>How do our perspectives and experiences guide our understanding of the truth?</p> <p>Why do people tell stories?</p> <p>How does the historical context – Vietnam and the 1960s – impact O'Brien's writing, and our understanding of it?</p> <p>What is metafiction?</p>	<p>Analyze O'Brien's work as a piece of war literature</p> <p>Analyze characters and their notions of self and identity in the novel.</p> <p>Analyze characters' roles in (and interactions with) society</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness or bias</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Define and apply such terms as protagonist, antagonist, setting, plot, theme,</p>	<p>tests on major units and/or works</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>journal-type essays on devoted topic, text open class discussions based on critical thinking</p> <p>multi-media project</p>

		foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery	
Current Events & Readings	<p>How do the events on a local, national and international level affect who we are as students, and human beings?</p> <p>What impact do college choices have on what goals students create for themselves?</p> <p>How do students process school assemblies in their thoughts and words and actions?</p>	<p>Analyze characters' awareness of and struggles with conscience in various works from different genres</p> <p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Make support judgments about themselves and their roles in society based on issues raised in the works as a whole</p>	Journal responses and discussion
<i>Sadlier-Oxford Vocabulary Workshop, Level F</i>	(vocabulary)	--understand definitions of new vocabulary words, and be able to use them in context	Unit quizzes and tests

Communications and Media: Academic

Grade Level	11, 12 (10 with teacher recommendation)
Course Number	143
Subject Area	English Language Arts

Course Description

The focus of this course is media literacy and understanding. By studying and analyzing the various ways in which we communicate with each other, students will be better able to synthesize the vast amounts of information they come across each and every day. Units of study include journalism, advertising and marketing, radio, television, film, popular music, publishing, and Internet content. Students will take an in-depth look at the history and development of each of these areas in order to better understand them in their modern forms. Students will learn and practice journalistic writing, film and music criticism, script writing, public speaking, television and radio broadcasting, and other important elements of communication. Projects include newspaper publishing, filmmaking, music reviewing, etc. The goal of this course is to achieve a greater understanding of the many forms of media that wield such power over our modern world.

Content Standards

Reading Standards for Informational Text

Key Ideas and Details

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.
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.
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.

<i>Craft and Structure</i>
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>
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.
<i>Range of Reading and Level of Text Complexity</i>
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards
<i>Text Types and Purposes</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<i>Production and Distribution of Writing</i>
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 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>
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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
Speaking and Listening Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.
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.
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.
<i>Presentation of Knowledge and Ideas</i>
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.
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.
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 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
<i>Knowledge of Language</i>
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. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

<i>Vocabulary Acquisition and Use</i>	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

Who/what is “the media,” and how does the media impact our society?
 How has modern mass communication evolved?
 How do we discern among the different types of media and the information they present?
 What is “media literacy,” and how can we develop an informed critical perspective?
 What impact has mass media had on cultural development?
 What is the history behind American newspapers?
 What are the competing models of modern print journalism, and how do these models affect one another?
 How is news categorized? What are the differences among news, feature, and editorial stories?
 What are some of the challenges facing the newspaper industry in the modern age?
 How has journalism changed in the “information age”?
 What role does ethics play in journalism, and what are some of the ethical dilemmas journalists face?
 How has journalism evolved in the age of television and the Internet?
 What is journalism’s role in a democracy?
 What were some of the earliest developments in American advertising – what is the history of the industry?
 What shape has U.S. advertising taken today?
 What are the persuasive techniques used in contemporary advertising to influence buyers?
 How has the U.S. government attempted to regulate advertising and commercial speech?
 What role does advertising play in politics and democracy?
 How did sound recording develop in the United States – what is the history of the recording industry?
 When and how was “rock and roll” born, and how did it influence popular music?
 How has popular music changed over the course of the twentieth – and into the twenty-first – century?
 What is the business and economics of sound recording?
 How has popular music influenced free expression and democracy?
 How did radio technology emerge and develop?
 How did radio evolve from a novelty to a necessity, and how did it change with the advent of television?
 What is the landscape of modern commercial radio, including economic and business practices?
 What impact does radio have on democracy?
 What are the origins of television, and how did the technology of television emerge and develop?
 What is the history of the television industry, and how did television impact life in the 1950s and 1960s?
 What are the major programming trends in television, and how has programming changed?
 How did the major television networks decline, and how did cable networks emerge?
 How has television influenced American culture and democracy?
 How did the technology of film emerge and develop?
 How did the powerful Hollywood studio system emerge, and what impact did the studio system have on the film industry?
 What led to the demise of the studio system?
 What was Hollywood’s Golden Age?
 How has film impacted democracy and culture?
 What are some methods of media research?
 How do experts determine the impact of media on society?
 How does this information impact the media’s influence on democracy?

Enduring Understandings

- To recognize and define the term “media” and all of its components
- To understand the evolution of media from its origins in the written word to its modern prominence in American culture
- To learn about the history and origins of media and communication (oral, written, print, electronic, and digital)
- To know the term “media literacy” and understand the importance of media literacy in our modern age
- To recognize and practice journalistic language and styles of writing
- To recognize the various elements of a newspaper and the major article types (news, features, editorials, etc.)
- To examine the elements of a straight news story (headline, lead, etc.)
- To define and utilize the inverted pyramid style of journalistic writing
- To produce a straight news story using the six questions (who, what, when, where, why, how)
- To practice journalistic skills such as interviewing and fact-gathering
- To understand the history of journalism in the United States
- To learn about journalism in the age of television and the Internet
- To analyze the ethical concerns faced by journalists and discuss the resolution of ethical dilemmas
- To study and critique various television news stations and networks and learn about their operations

- To discuss the idea of bias in journalism and propose solutions to problems in the news media
- To explain the rise of advertising in the United States and critique past and present advertising practices
- To describe the structure of the American advertising industry, the role of mega-agencies, and jobs in the industry
- To discuss the evolution of and differences among print, broadcast, and Internet advertising
- To outline the controversial aspects of advertising, such as advertising aimed at children and the impact of advertising on health, and discuss advertising legislation/regulation
- To learn about the history and origins of American popular music, in particular “rock and roll” music
- To understand the technology of early sound recording, distribution, sales, and broadcasting, leading up to modern technology including digital recording, distribution, and personal devices
- To study the “muddied” history of rock and roll, in particular the racism and sexism present in the early decades of the industry
- To compare and contrast the recording industry’s reactions to the coming of radio with the threats it is now facing in the electronic age (e.g., counterfeits and online piracy)
- To understand the business of sound recording, including the role of the major labels, production, distribution, and sales, and independent, alternative voices
- To understand the technology of early and current radio broadcasting, including key inventions/innovations
- To learn about the origins of radio broadcasting and the development of commercial radio
- To understand radio’s business model and the role of radio in the face of new technologies
- To assess the formats of radio broadcasting and recognize the language of radio broadcasting
- To understand the technology of early and current television broadcasting, including key inventions/innovations
- To learn about the origins of television broadcasting and the history of commercial television
- To understand the network/affiliate relationship in television broadcasting
- To analyze television entertainment in its dramatic, comedic, reality-based, and information formats
- To criticize the evolution of television as a form of entertainment and information
- To learn the basics of television production
- To learn about the origins of the film industry in the United States and discuss the history of American film
- To understand the development of the American film industry and the role of the major film studios
- To explain the development of Hollywood storytelling, including Hollywood genres and the notions of product standardization and differentiation
- To consider the existing alternatives to the Hollywood system, including independent films and Internet films
- To outline the current major Hollywood studios, their origins, and their increasing horizontal and vertical integration
- To compare and contrast the impact of the digital revolution on the movie and music industries
- To read, analyze, and learn how to write film criticism
- To study the steps of the critical process, and use these steps to become media literate individuals
- To understand and assess the role of the media in a democratic society

Evidence of Understanding

- take tests and quizzes on major units of study
- work in groups/pairs to gain understanding of major concepts
- complete multiple choice questions and sentence completions to show understanding of concepts
- write open responses/paragraph responses to assess single concept or question
- write compositions (persuasive essays, compare contrast essays, etc.) to assess larger themes and/or major works
- create visual and auditory assessments, using software such as Power Point and Microsoft Publisher
- complete various projects to show understanding of themes and major concepts
- work in groups to create one edition of a newspaper
- write and edit news, editorial, and feature stories
- read, analyze, and discuss case studies in journalism ethics, and decide how to proceed based on the information given
- identify and define terminology pertaining to print and broadcast media, including newspapers, broadcast news programs, and journalistic websites
- identify and define terminology pertaining to advertising and marketing, including the different techniques commonly used by the industry
- critique advertising campaigns used by well-known companies to market products
- create advertising campaigns – print, broadcast, and web – for mass-market products
- identify and define terminology pertaining to sound recording and the music industry
- learn about the history of “rock and roll” and the continuing connections between the popular industry and American

culture

- read and watch film reviews as models, then write a film review fit for publication
- identify and define terminology pertaining to radio, television, and film
- identify stereotypes commonly used in scripted television and film, particularly adolescent stereotypes, and analyze the use of stereotypes in various television programs and films
- create a film from the ground up – write a script, cast the actors, scout sets and props, shoot, and present the final product to classmates
- research media “watch-dog” organizations and learn about how the media is critiqued
- compare and contrast different media organizations and learn to determine if bias exists, in what direction, and to what extent
- research and write a critical essay that details and explains one particular element of concern in modern media; topics include the impact of social networking, bias among 24-hour cable news networks, persuasive marketing techniques targeting teenagers, etc.
- take high-stakes midyear and final exams testing accumulated knowledge and skills

TEXT: Campbell, Richard, Christopher R. Martin and Bettina Fabos. *Media and Culture: An Introduction to Mass Communication (Seventh Edition, 2011 Update)*. New York: Bedford/St. Martin’s, 2011.

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<i>Mass Communication: A Critical Approach</i> Chapter 1	Who/what is “the media,” and how does the media impact our society? How has modern mass communication evolved? How do we discern among the different types of media and the information they present? What is “media literacy,” and how can we develop an informed critical perspective? What impact has mass media had on cultural development?	<ul style="list-style-type: none"> • To recognize and define the term “media” and all of its components • To understand the evolution of media from its origins in the written word to its modern prominence in American culture • To know the term “media literacy” and begin to understand the importance of media literacy in our modern age 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes
<i>Newspapers: The Rise and Decline of Modern Journalism</i> Chapter 8	What is the history behind American newspapers? What are the competing models of modern print journalism, and how do these models affect one another? How is news categorized? What is the difference between news, feature, and editorial stories? What are some of the challenges facing the newspaper industry in the modern age? What is print media’s role in a democracy?	<ul style="list-style-type: none"> • To recognize and practice journalistic language and styles of writing • To recognize the various elements of a newspaper, major types of articles, and the inverted pyramid style of journalistic writing • To produce a straight news story using the six questions (who, what, when, where, why, how) • To practice journalistic skills 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes

		such as interviewing and fact-gathering <ul style="list-style-type: none"> • To understand the history and progression of journalism in the United States 	
<i>The Culture of Journalism: Values, Ethics, and Democracy</i> Chapter 14	How has journalism changed in the “information age”? What role does ethics play in journalism, and what are some of the ethical dilemmas journalists face? How has journalism evolved in the age of television and the Internet? What are some alternative models of journalism? What is journalism’s role in a democracy?	<ul style="list-style-type: none"> • To learn about journalism in the age of television and the Internet • To understand and analyze ethic and bias in modern journalism and propose solutions to these problems • To discern “good” and “bad” journalism and apply this knowledge to news reporting in all its forms 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes
<i>Advertising and Commercial Culture</i> Chapter 11	What were some of the earliest developments in American advertising – what is the history of the industry? What shape has U.S. advertising taken today? What are the persuasive techniques used in contemporary advertising to influence buyers? How has the U.S. government attempted to regulate advertising and commercial speech? What role does advertising play in politics and democracy?	<ul style="list-style-type: none"> • To explain the rise of advertising and marketing in the US and critique past and present advertising practices • To describe the structure, business, and economics of the advertising industry • To discuss the evolution of print, broadcast, and web advertising and determine the demographics targeted by each medium • To understand the controversies in advertising, such as advertising aimed at children and the impact of advertising on health, and pertinent regulation 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes
<i>Sound Recording and Popular Music</i>	How did sound recording develop in the United States – what is the history of the recording industry?	<ul style="list-style-type: none"> • To learn about the history and origins of American 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works

Chapter 3	<p>When and how was “rock and roll” born, and how did it influence popular music?</p> <p>How has popular music changed over the course of the twentieth – and into the twenty-first – century?</p> <p>What is the business and economics of sound recording?</p> <p>How has popular music influenced free expression and democracy?</p>	<p>popular music, in particular “rock and roll,” its popularity, and its controversies</p> <ul style="list-style-type: none"> • To understand the evolution of technology, marketing, and economics in the music industry • To describe the recording industry’s relationship with the radio industry • To determine the future of the music industry in the digital age, considering factors like counterfeiting and online piracy • To understand the business of sound recording, including the role of the major labels, production, distribution, and sales, and independent, alternative voices 	<ul style="list-style-type: none"> • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes
<p><i>Popular Radio and the Origins of Broadcasting</i></p> <p>Chapter 4</p>	<p>How did radio technology emerge and develop?</p> <p>How did radio evolve from a novelty to a necessity, and how did it change with the advent of television?</p> <p>What is the landscape of modern commercial radio?</p> <p>What is the business and economics of commercial radio?</p> <p>What impact does radio have on democracy?</p>	<ul style="list-style-type: none"> • To understand the evolution of radio technology and broadcasting • To learn about the development of commercial radio • To assess modern radio’s business model (especially formats) and the role of the medium in the face of new technologies 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers • content vocabulary quizzes
<p><i>Television and the Power of Visual Culture</i></p> <p>Chapter 5</p>	<p>What the origins of television, and how did the technology of television emerge and develop?</p> <p>What is the history of the television industry, and how did television impact life in the 1950s and 1960s?</p> <p>What are the major programming trends in television, and how has programming changed?</p> <p>How did the major television networks decline, and how did cable networks emerge?</p>	<ul style="list-style-type: none"> • To chart the technological and commercial evolution of television broadcasting • To understand the network/affiliate relationship in television broadcasting • To analyze 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • multi-media projects • oral presentations • longer compositions (persuasive, informative, etc.) and other texts • research projects and/or papers

	What is the business and economics of television? How has television influenced American culture and democracy?	television entertainment in its dramatic, comedic, reality-based, and information formats <ul style="list-style-type: none"> To criticize the evolution of television as a form of entertainment and information To learn the basics of television production 	<ul style="list-style-type: none"> content vocabulary quizzes
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Prose and Poetry: Academic

Grade Level	11, 12
Course Number	144
Subject Area	English Language Arts

Course Description

This course introduces students to detailed study of the genres of prose and poetry. Students study a variety of themes and analyze the techniques used by a varied list of writers. Detailed units on structure and form of prose and poetry present solid foundations for literary interpretation. Enrolled students should expect to be challenged by in-depth readings, thoughtful discussion, and written critical papers.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)

MA.8.A.	Relate a work of fiction, poetry, or drama to the seminal ideas of its time.
9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<i>Craft and Structure</i>	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<i>Integration of Knowledge and Ideas</i>	
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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.

<ul style="list-style-type: none"> b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 9–10 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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.

<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><i>Presentation of Knowledge and Ideas</i></p>
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>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.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)</p>
<p>Language Standards</p>
<p><i>Conventions of Standard English</i></p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
<p><i>Knowledge of Language</i></p>
<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
<p><i>Vocabulary Acquisition and Use</i></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>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.</p>
<p>Essential Questions</p>
<ul style="list-style-type: none"> • How does setting influence characters? • Is total equality desirable? • Is the American dream bankrupt?

- What constitutes the line between illusion and reality?
- What connections are there between the works' time periods and our time period?
- What is a macrocosm versus a microcosm?
- Are humans basically good or basically evil?

Enduring Understandings

- Analyze the main characters' conflicts with self (in particular, the conflict between the good and evil in oneself)
- Analyze the main characters' conflicts with others, and in particular how these relate to good and evil in individuals and in society
- Make and support judgments about human nature
- Identify and explain significant historical realities that relate to the setting of the works studied
- Define new words in context
- Apply elements of grammar, usage, and style to their writing
- Identify literary devices in the works as a whole
- Define and apply a wide range of literary terms
- Identify and interpret key events in the plot as they relate to the characters' conflicts with self and others
- Analyze the point of view of the text and how this enhances the reader's understanding of conflicts central to human nature
- Write a comparative analysis of characters focusing on their struggles with good versus evil. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments
- Read selections in different genre that develop the theme of overcoming obstacles and differentiate between the relative difficulties these obstacles present
- Analyze how the main characters overcome or fail to overcome the obstacle they confront
- Clarify the merits of different genres in approaching the theme of overcoming obstacles
- Identify and interpret key events in the plot that relate to the characters' overcoming obstacles
- Analyze the point of view of the text and how this enhances the reader's understanding of the obstacles the characters face
- Analyze literary elements and define literary terms for the works being studied
- Understand and apply elements of grammar, usage, and style
- Define new words in context
- Develop their analytical writing skills
- Read aloud with clarity and understanding from dramatic works; prepare, organize, and present dramatic readings
- Identify and explain significant historical realities that relate to the setting of the works studied
- Write a comparative analysis of characters focusing on their overcoming obstacles. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations to support their arguments
- Analyze the main characters' level of awareness and understanding of self and identity in a number of selections from different genres
- Analyze characters' awareness of self and identity in comparison with that of other characters' understanding of self and identity
- Examine how the historical setting influences the character's sense of self and identity
- Clarify the merits of different genre in approaching the theme of self and identity
- Write a comparative analysis of characters focusing on self-growth without loss of identity
- Identify the main characters' turning points in various works from different genre
- Analyze how the main characters' turning points affect them as well as the other characters in the work
- Identify the key events in the plot that contribute to these turning points
- Analyze how the historical aspects of the setting affect the characters' turning points
- Identify and interpret key events in the plot as they relate to the characters' turning points
- Write a research paper comparing two characters from their independent study and focusing on turning points and how these change the characters' lives for the better. These papers will incorporate sufficient literary criticism (to enhance) and textual quotations (to support) their arguments

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works

- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<i>The Kite Runner</i>	--Is history destined to repeat itself? --How do motherless sons navigate through life? --In what ways can a person atone for a terrible act? --How does setting influence character? --How do immigrants react to life in a new country?	--have an understanding of background on Afghanistan's history and languages --make educated guesses about the meaning of foreign words, based on context clues --recognize and analyze symbols --recognize a "frame story" --understand the literary technique of flashback	--narration, including retelling a short portion of text from another point of view --analyze literary elements and define literary terms for the works being studied
<i>Animal Farm</i>	--do citizens have a responsibility to overthrow an unjust government? --does power always corrupt? --is there any way to make people equal? --is total equality desirable?	--understand the concepts of allegory and satire --recognize connections with the Russian Revolution --understand the dangers of trying to achieve total equality at any cost	
<i>Death of a Salesman</i>	--what is the American dream? --is the American dream a bankrupt idea? --does the capitalist system use people up and then discard them? --do parents who enable their children destroy them? --how do we draw the line between illusion and reality? --are sons doomed to always disappoint their fathers?	--explain the idea of the American dream --understand and explain symbolism --discuss specific themes from the play --recognize flashback as a dramatic technique	
<i>The Elements of Style</i>	(Grammar & usage manual)	--recognize commonly confused words --make correct grammar choices --understand subtleties of English grammar	
<i>Black Boy (American Hunger & The Horror and the Glory)</i>	--what experiences did a young black male have in the 1920s + 1930s? --how did racism affect Richard	--explain the cultural norms of the American South in the 1920s and 30s --understand the concept of	

	<p>Wright?</p> <p>--what does it mean to be an outsider?</p> <p>--what types of changes have occurred in the U.S. since the 1930s?</p> <p>--what role did communism play in Richard Wright's life?</p> <p>--how does family affect a person (positively and negatively)?</p>	<p>an autobiographical novel</p> <p>--compare the story with a contemporary account of African-American experience</p>	
<i>A Prayer for Owen Meany</i>	<p>--how does a historical time period affect the people who are living during it?</p> <p>--how do past experiences affect current experience?</p> <p>--what is the role of fate versus free will?</p>	<p>--understand and explain symbolism</p> <p>--understand how the Vietnam War affected young adults in the U.S.</p> <p>--recognize the characteristics of a non-linear narrative</p>	
<i>Points of View</i> (short story collection)	<p>--what are some different narrative techniques used in short stories?</p> <p>--how does a short story differ from a novel?</p>	<p>--understand the unique characteristics of a short story</p>	
<i>A Separate Peace</i>	<p>--how does a historical time period affect the people who are living during it?</p> <p>--how are young and old people affected differently by war and other historical events?</p> <p>--how does one deal with the darker sides of friendship—jealousy, dishonesty, and peer pressure?</p> <p>--how is the text relevant to modern times?</p> <p>--what connections can be made between the time period of this work and our own times, and other works from this course?</p>	<p>--explain the influence of World War II and the New England, private school setting on characters' motivations and behavior.</p> <p>--explore the nature of friendship, peer pressure, internal vs. external conflict, struggles of adolescence</p> <p>--contrast macrocosm vs. microcosm</p> <p>--formulate parallels between other novels--symbolic characters, thematic similarities, etc.</p>	
<i>Lord of the Flies</i>	<p>--how does the novel's island setting create an allegory for our modern world?</p> <p>--are humans born evil? What comment is the author making on human nature?</p> <p>--in the struggle for leadership in society, which types of characters emerge on top? Why?</p>	<p>--relate the novels' themes to current and historical events such as war, power struggles, dictatorships</p> <p>--evaluate themes involving the essential good or evil of human character, human savagery, choice of leadership, foundations of civilization</p> <p>--identify the use of essential literary devices such as mood, foreshadowing, allusion, symbols</p> <p>--formulate parallels between other novels--symbolic characters, thematic</p>	

		similarities, etc.	
<i>Oedipus the King</i>	--how does it reflect the culture and history of the time period during which it was set? --why is this play a foundation for much of our modern literature?	--explain elements of Greek history and mythology as alluded to in the text --research and explore the role of Greek literature and culture on our own society and canon--specifically the elements of drama, tragedy, Greek vocabulary, and the Oedipus complex --discuss what makes a tragic hero and the types of tragic flaws, and compare these elements in Oedipus to other dramas covered in this course (<i>Macbeth</i> , <i>Death of a Salesman</i>)	
<i>Sadlier-Oxford Vocabulary Workshop, Level F</i>	(vocabulary)	--understand definitions of new vocabulary words, and be able to use them in context	
<i>The Count of Monte Cristo</i> and/or <i>Les Miserable</i>	--how do the elements of history affect an individual's behavior? --what effect does revenge have on the avenger? --when can sins from the past be atoned for or forgiven? --how can hardships change an individual for the better or worse?	--relate key elements of French history to their importance to the novels' plots --discuss the external and internal conflicts of the novels' central characters in relation to themselves and their environments --draw conclusions, analyze, and synthesize the novels' essential components as independent readers	

Expository and Creative Writing: Academic

Grade Level	11, 12 (10 with teacher recommendation)
Course Number	145
Subject Area	English Language Arts

Course Description

Creative writing is a course that helps develop reading and writing skills through teacher lessons and models. Students will learn about various genres of creative writing: memoir, fiction, poetry, and drama as well as the craft of writing engaging prose. While writing assignments will be provided, students will have ample opportunity to pursue their own writing interests and projects. Sharing one's work and receiving feedback from others is a central part of the course.

Students are required to write in the expository mode and the creative mode. The course has two main objectives: to introduce students to various types of writing and to emphasize writing skills. Students study and then create writings from the major categories: exposition, analysis, narration, description, persuasion, and expression. Writing skills, vocabulary improvement, and dictionary and thesaurus skills receive emphasis. Revision skills will focus on individual composition problems. The

desired results will be a heightened awareness of the importance of writing, and a more sophisticated ability to produce effective work written independently.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping 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

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.)
8. (Not applicable to literature)

MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

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

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.

Reading Standards for Informational Text

Key Ideas and Details

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.
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.
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

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).

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.
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.
<i>Integration of Knowledge and Ideas</i>	
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.
8.	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>	
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build

<p>toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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.</p> <p>d. 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.</p>
<p>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.</p>
<p>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.</p>

<i>Presentation of Knowledge and Ideas</i>
<p>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.</p> <p>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.</p> <p>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 on page 67 for specific expectations.)</p>
Language Standards
<i>Conventions of Standard English</i>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<i>Knowledge of Language</i>
<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<i>Vocabulary Acquisition and Use</i>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>
Essential Questions
<p>What is the creative process and how can it be applied to writing?</p> <p>What are the primary influences for the creative writing process?</p> <p>How has both poetry and prose changed over time?</p> <p>What are the origins of drama? How has it evolved?</p> <p>What are the characteristics and qualities of nonfiction?</p> <p>What is creative non-fiction?</p> <p>What is the history of the memoir and what are its characteristics and qualities?</p> <p>How does dialogue contribute to a work?</p> <p>How does a work's setting influence its plot and character development?</p> <p>How is a work's theme developed?</p> <p>How is symbolism utilized in a work?</p> <p>What are the main story elements of fiction? Of poetry? Of drama?</p>

Enduring Understandings

- To read and analyze various examples of fiction, poetry, drama and non-fiction prose
- To apply the creative process for creative writing endeavors
- To develop fluency, logic, clarity, and creativity for a variety of audiences
- To explore and explain diverse modes and genres of writing
- Utilize evaluation and revisions skills
- Apply appropriate use of feedback and criticism
- Focus on the steps of the process of reading and writing
- To develop an understanding of the craft of creative writing
- To use available technology in the creative writing processes
- To shape writing to a specific purpose and audience
- To develop skills in analyzing and critiquing published works and original works
- To develop the ability to proofread, edit, and revise original poems and stories to ensure clarity and conciseness
- To identify vocabulary used in a variety of contexts
- To develop and use prewriting skills
- To compose poetry and short fiction that reflects a knowledge of literary technique, voice, and style
- To submit finished works for publication in journals and magazines

Evidence of Understanding

- Tests and quizzes on various works covered
- Writing assessments intended to demonstrate knowledge of terms and concepts
- Journal writing
- Open-notes assessment quizzes to help demonstrate a competency with note-taking and listening skills
- Writing projects and written portfolios based on individual units or writing genres

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Fiction	<p>How fiction developed over time and what are the origins of contemporary fiction?</p> <p>What are the main characteristics and qualities of fiction?</p> <p>How does the fiction reflect the culture and history of the time period from which it comes?</p> <p>How does fiction reflect the individual writer's perspective and impressions?</p> <p>How does the fiction relate to the unique life and experiences of people?</p>	<ul style="list-style-type: none"> •To understand the origins of fiction •To discover and evaluate the cultural values of fiction •To examine and apply contemporary uses of fiction •To identify and appreciate fictional devices and styles •To explore and expand the concept of fictional characters 	<ul style="list-style-type: none"> • Tests and quizzes • Open-response/ paragraph responses • Journal writing • Writing projects and portfolios featuring short stories
Non-Fiction	<p>How has contemporary non-fiction developed?</p> <p>What are the noteworthy major works in the genre?</p> <p>What are the characteristics and qualities of non-fiction?</p>	<ul style="list-style-type: none"> •To trace the origins of non-fiction and the major historical events influenced it •To discover and evaluate the cultural values of non- 	<ul style="list-style-type: none"> -Tests and quizzes •Open-response/ paragraph responses •Journal writing •Writing projects and portfolios featuring non-

	How does non-fiction reflect the culture and history of the time period from which it comes? How does non-fiction relate to the writer's unique life and experiences?	fiction •To examine and apply contemporary uses of non-fiction in today's world •To identify and appreciate non-fictional devices and styles •To understand the importance non-fiction has had on our culture	fiction pieces and profiles
Drama	How has contemporary drama developed? What are the origins of drama? What are the characteristics and qualities of drama? What are the different types of drama? How does drama reflect the culture and history of the time period from which it comes? How does drama relate to the unique life and culture of a people? How does a work have universal appeal?	•To examine the history and relevance of drama •To discover and evaluate the cultural values of drama (both past and present) •To examine the major dramatic works in a contemporary setting •To identify and appreciate dramatic devices, techniques, and styles •To understand the importance of drama on the individual and society as a whole	•Tests and quizzes •Open-response/ paragraph responses •Journal writing •Writing projects and portfolios featuring skits and one-act plays
Poetry	How has contemporary poetry developed? What are the characteristics and qualities of poetry? How does poetry engage the senses? What are the different types and forms of poetry? How does poetry relate both to the unique and universal?	•To trace and explore the origins of poetry and the poetic tradition •To discover and evaluate the cultural value of poetry •To examine and apply contemporary uses of poetry •To identify and appreciate poetic devices and techniques •To understand the relevance of poetry on one's daily life	-Tests and quizzes •Open-response/ paragraph responses •Journal writing •Writing projects and poetry portfolios

Journalism: Academic

Grade Level	12
Course Number	147
Subject Area	English Language Arts

Course Description

The central focus of the Journalism course will be to expose students to the practices and applications of reporting and writing. The course will also provide students with the skills that they will need to interview and communicate effectively as "student journalists." The course will largely be experiential in that students will report on current topics, trends, and people of interest. In addition, students will be expected to cover and report on various local news events such as municipal meetings, school sporting events, and theatre productions. The course will include discussion and study of the ethical concerns and responsibilities that journalists face in the field. Students will also receive a broad understanding of the history of journalism as well as the new approaches and methods journalists employ in our online age. Students will also learn various models of editing and layout so that they can produce profiles and stories that are publication-ready.

This course fulfills the senior English requirement and emphasizes the role of the student-journalist. This course is designed to teach students the fundamentals of print journalism. Participants will learn interviewing skills and research techniques as well as editing and design skills. Writing will span a range from news and sports articles to features and editorials.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Text

Key Ideas and Details

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.
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.
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

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).
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.
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

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.
8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
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

<p>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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<p>Writing Standards</p>
<p><i>Text Types and Purposes</i></p>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>

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.
<i>Research to Build and Present Knowledge</i>	
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.
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.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> 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”). b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<i>Range of Writing</i>	
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 Standards	
<i>Comprehension and Collaboration</i>	
1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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.
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.
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.
Language Standards	
<i>Conventions of Standard English</i>	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<i>Knowledge of Language</i>	
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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

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.
 - a. 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.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

What role has journalism played in our democracy?
 What protections for journalists are provided by the U.S. Constitution?
 How has journalism sought to provide information that enables citizens to make intelligent decisions?
 How has print journalism changed since the founding of this country?
 What is news and how is it defined?
 What is the role of the reporter in the crafting of a news story?
 Why is objectivity so important to journalism?
 What are the social responsibilities of journalists?
 How do journalists balance story conflict and strive to present all sides?
 What are the differences between print and television news?
 What is photojournalism?
 How has journalism fared since the advent of the twenty-four-hour cable news model?
 How has journalism changed since the internet?

Enduring Understandings

- To understand journalistic practices and related subjects
- To foster an appreciation for accuracy, fairness, truth and diversity
- To develop and cultivate an understanding of the rights, roles and responsibilities of news media professionals and scholars in a democratic society
- To understand the legal, moral and ethical rights and responsibilities of a free and responsible press

Evidence of Understanding

- tests on major units
- quizzes on unit terms and concepts
- journal writing responding to text-related prompts
- open-responses to assess unit material
- writing projects based on individual chapters and units

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Newspapers and the Rise of Modern Journalism	How did American newspapers evolve? What are the competing models	-To have an understanding of how newspapers evolved throughout the ages	-Quizzes and tests on major units -Journal writing

	<p>of modern print journalism? What are the economic demands of newspapers? How do newspapers support democracy?</p>	<p>-To understand the importance of newspapers in an open and free society -To understand how economic variables (i.e. advertising) affect the day-to-day operations of a daily newspaper -To write and edit both news and editorial pieces</p>	<p>-Multi-media projects -Writing assessments and portfolio work</p>
Magazines in the Age of Specialization	<p>What is the history of magazines? How have magazines changed over the decades? How have magazines adapted to the internet? What are the organizational and economic features of magazines?</p>	<p>-To understand the factors that gave rise to magazines. -To understand how magazines differ from newspapers. -To write and edit feature stories and articles in magazine format</p>	<p>-Quizzes and tests on major units -Journal writing -Multi-media projects -Writing assessments and portfolio work</p>
Books and the Power of Print	<p>What is the history and importance of books and the Gutenberg Revolution? How do books contribute to democracy? What is publishing and how central is it to the distribution of books? What is the formation of publishing houses? What is the organization and ownership of the book industry? What are the trends in book publishing? What is the future of books?</p>	<p>-To explain how books are published and distributed -To recognize the importance of a book culture and a stable democracy -To understand the trends in publishing and what drives popular genres -To recognize the importance of economic structures and features in book publishing</p>	<p>-Quizzes and tests on major units -Journal writing -Multi-media projects -Writing assessments and portfolio work</p>
The Culture of Journalism: Values, Ethics, and Democracy	<p>How does journalism function in the Information Age? In the Age of Television? What are the ethical predicaments and problems faced by journalists? What is a reporter's role in developing the news? What is the difference between print and television news? What are the reporting rituals and legacy of print journalism? What is the future of news in a democratic society?</p>	<p>-To understand the importance of journalistic objectivity -To explain the role of the reporter in the journalistic process -To identify the sources of conflict in developing and interpreting a story -To understand the similarities and differences between print news and television news -To recognize the life cycle of news</p>	<p>-Quizzes and tests on major units -Journal writing -Multi-media projects -Writing assessments and portfolio work</p>

Contemporary Dramatic Literature: Academic

Grade Level	12
Course Number	148
Subject Area	English Language Arts

Course Description

By expanding the NRHS English department's senior ELA electives to include Contemporary Drama, students have the opportunity to work on their ELA skills (reading, writing and critical thinking) as well as their social skills. The focus is to study contemporary plays, performance works and reviews. The plays studied in this course—by authors such as Margaret Edson, Caryl Churchill, Yasmina Reza, The Tectonic Theater Project and other earlier playwrights—deal with characters who wrestle with struggles which are personal yet universal. In an effort to understand the unique qualities of each play, students will examine the social implications of various readings. Additionally, students will also develop original issue-oriented dramatic material and their own critical views in order to encourage awareness and acceptance among fellow students and citizens. Students will examine issues of particular relevance to the school and the world including, but not limited to: family conventions, hate crimes, revolution, gender bias, cultural and social privilege and questions about identity.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

<i>Range of Reading and Level of Text Complexity</i>
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
Writing Standards
<i>Text Types and Purposes</i>
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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). <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).</p>
<i>Production and Distribution of Writing</i>
<p>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.)</p> <p>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 9–10 on page 67.)</p> <p>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.</p>
<i>Research to Build and Present Knowledge</i>
<p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11-12 Reading Standards to literature</i> b. Apply <i>grades 11-12 Reading Standards to literary nonfiction</i>
<i>Range of Writing</i>
<p>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.</p>

Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<i>Presentation of Knowledge and Ideas</i>	
4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)
Language Standards	
<i>Conventions of Standard English</i>	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<i>Knowledge of Language</i>	
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. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<i>Vocabulary Acquisition and Use</i>	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

- What is drama?
- What is theater?
- How is drama different from other genres?
- How is reading a drama different from reading other types of text?
- What is art?
- How are friendships made and maintained?
- Why do characters do what they do and feel how they feel?
- How are people transformed through their relationships with others?
- How does dramatic literature express universal themes?
- How does dramatic literature help us understand ourselves and others?
- How does dramatic literature reflect the human condition?
- What is hate?
- Why do people hate?
- What is the correlation between hate and violence?
- How will you respond to indifference, prejudice, and hate?
- What is the difference between acceptance and tolerance?
- What is the nature of hate and what affect can it have on society?
- What effects can a tragedy have on a community?
- How can one personally overcome hatred?
- How can one help others to overcome their hatred?
- How can dramatic literature be a communication tool for social action?
- How are the traditional structures of theater manipulated in contemporary drama?
- Why is drama a good social tool for expression of thought and theme?
- What role do songs and poetry play in the form of contemporary drama?
- In what ways can art be a form of revolution?
- Is conflict an inevitable part of the human condition?
- Are there turning points in each of our lives that change us forever?
- In the face of adversity, what causes some to prevail and some to fail?
- How does reading about the struggles and triumphs of others impact us?
- How and why do humans push their own mental and physical limits?
- Is it possible or desirable to break those limits?
- Why do humans want to test the limits of the community?

Enduring Understandings

- Identify styles and traditions that are reflective of, and affected by, culture, time and place.
- Evaluate of a theatrical piece is based on both cognitive reflection and emotional response.
- Identify how drama can challenge the reader to examine self and society.
- Analyze the main characters' conflicts with self
- Analyze the main characters' conflicts with others
- Make and support judgments about human nature
- Define new words in context
- Apply elements of grammar, usage, and style to their writing
- Identify literary devices in the works as a whole
- Define and apply a wide range of literary terms
- Write a comparative analysis of characters focusing on themes of students' choosing. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations, citations or research to support their arguments
- Analyze literary elements and define literary terms for the works being studied
- Develop their analytical writing skills
- Read aloud with clarity and understanding from dramatic works; prepare, organize, and present dramatic readings
- Write a review of a contemporary drama not studied in class and how it might influence society, social change, affect Contemporary Dramatic Literature or other such view points

- Write a draft of a one-act play as a class

Evidence of Understanding

- class discussions
- open-book assessments intended to show use of text
- work in groups/pairs
- open responses/paragraph responses to assess a single concept or brief text
- essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal, visual or text-related prompts
- journal portfolios
- visual assessments, including artwork
- critiques of play performance adaptations
- research papers projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Introduction: Crash Course in Dramatic Literature	<ul style="list-style-type: none"> • What is drama? • What is theater? • How is drama different from other genres? • How is reading a drama different from reading other types of text? 	<ul style="list-style-type: none"> • Read 2 plays: realistic and epic and identify the basic elements of a play (e.g., characters, setting, plot) • Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole • Analyze the meaning of scripted scenes, scenarios and/or plays • Recognize the hallmarks in epic theater and realism • Read aloud with clarity and understanding from dramatic works 	<ul style="list-style-type: none"> • Pre-test of prior knowledge • Class discussions • Group creative writing • Open responses/paragraph responses • Essays
"The Exploration of Relationships through <i>Art and Life X 3</i> by Yasmina Reza"	<ul style="list-style-type: none"> • What is art? • How are friendships made and maintained? • Why do characters do what they do and feel how they feel? • How are people transformed through their relationships with others? • How does dramatic literature express universal themes? • How does dramatic literature help us understand ourselves and others? 	<ul style="list-style-type: none"> • Identify character motivations through research and analysis and be able to articulate how they affect the character's actions • Differentiate the author's intention, growth, similarities, style between the three plays • Read aloud with clarity and understanding from dramatic works 	<ul style="list-style-type: none"> • Class discussions regarding author's style and mood • Journal prompts with art project • Art Movement project • Character analysis writing • Critique of movie versus play

	<ul style="list-style-type: none"> • How does dramatic literature reflect the human condition? 		
<p>“Hate, indifference, reflection and tolerance: how <i>The Laramie Project</i> and <i>The Laramie Project: 10 years later</i> by the Tectonic Theater Project sparks a good discussion for high schoolers”</p>	<ul style="list-style-type: none"> • What is hate? • Why do people hate? • What is the correlation between hate and violence? • How will you respond to indifference, prejudice, and hate? • What is the difference between acceptance and tolerance? • What is the nature of hate and what affect can it have on society? • What effects can a tragedy have on a community? • How can one personally overcome hatred? • How can one help others to overcome their hatred? • How does dramatic literature reflect the human condition? • How can dramatic literature be a communication tool for social action? 	<ul style="list-style-type: none"> • Relate the elements of a dramatic production and the impact they have on the viewer • Assess how an audience's response can impact a theatrical presentation • Analyze and explain the function of theatre across times and places • Compare and contrast the dramatic art forms of theatre, film and television 	<ul style="list-style-type: none"> • Class discussions regarding hate crimes, tolerance, reflection and indifference • Journal portfolio • Hate crime group presentation • Essay regarding impact of social change and possibilities of drama in society • Poetry writing; individually and in groups
<p>“Form and Function in contemporary theater: Revolution and relationships in Caryl Churchill’s <i>Mad Forest</i>”</p>	<ul style="list-style-type: none"> • How are the traditional structures of theater manipulated in contemporary drama? • Why is drama a good social tool for expression of thought and theme? • What role do songs and poetry play in the form of contemporary drama? • In what ways can art be a form of revolution? 	<ul style="list-style-type: none"> • Assess how an audience's response can impact a theatrical presentation • Identify and explain significant historical realities that relate to the setting of the works studied • Identify styles and traditions that are reflective of, and affected by, culture, time and place. 	<ul style="list-style-type: none"> • Class discussions • Character analysis • Poetry writing • Research project on Romanian history, culture and customs; revolutions of the past and present • Written analysis between Brechtian theater and contemporary theater • Compare and contrast characters with the themes of the play • Review film from Romania about the time of the revolution
<p><i>Wit: a play by Margaret Edson</i> and our personal struggles, goals and limits.</p>	<ul style="list-style-type: none"> • Is conflict an inevitable part of the human condition? • Are there turning points in each of our lives that change us forever? • In the face of adversity, what causes some to prevail and some to fail? • How does our sense of self affect our relationships? • How does reading about the struggles and triumphs of others impact us? 	<ul style="list-style-type: none"> • Assess how an audience's response can impact a theatrical presentation • Compare and contrast the dramatic art forms of theatre, film and television • Analyze the main characters’ conflicts with self • Analyze the main characters’ conflicts 	<ul style="list-style-type: none"> • Class discussions • Journal portfolio • Research project on poet • Critique of movie versus plays

	<ul style="list-style-type: none"> • How and why do humans push their own mental and physical limits? • Is it possible or desirable to break those limits? • Why do humans want to test the limits of the community? 	<ul style="list-style-type: none"> • Evaluate of a theatrical piece is based on both cognitive reflection and emotional response. 	
<i>Play Writing Workshop</i>	<ul style="list-style-type: none"> • In what ways are form and function important to theater? And in what ways can they be disregarded as important? • Is conflict an inevitable part of the human condition? • Why do characters do what they do and feel how they feel? • How does dramatic literature express universal themes? • How can dramatic literature be a communication tool for social action? • How are the traditional structures of theater manipulated in contemporary drama? • Why is drama a good social tool for expression of thought and theme? 	<ul style="list-style-type: none"> • Make and support judgments about human nature • Identify and explain significant historical realities that relate to the setting of the works studied • Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form 	<ul style="list-style-type: none"> • Create a written scene utilizing characters and setting that creates tension and suspense, with a subsequent resolution • Write a review of a contemporary drama not studied in class and how it might influence society, social change, affect Contemporary Dramatic Literature or other such view points • Write an original one act play with clearly developed characters, setting, conflict and resolution

Contemporary Dramatic Literature: Honors

Grade Level	12
Course Number	149
Subject Area	English Language Arts

Course Description

By expanding the NRHS English department's senior ELA electives to include Contemporary Drama, students have the opportunity to work on their ELA skills (reading, writing and critical thinking) as well as their social skills. The focus is to study contemporary plays, performance works and reviews. The plays studied in this course—by authors such as Margaret Edson, Caryl Churchill, Yasmina Reza, The Tectonic Theater Project and other earlier playwrights—deal with characters who wrestle with struggles which are personal yet universal. In an effort to understand the unique qualities of each play, students will examine the social implications of various readings. Additionally, students will also develop original issue-oriented dramatic material and their own critical views in order to encourage awareness and acceptance among fellow students and citizens. Students will examine issues of particular relevance to the school and the world including, but not limited to: family conventions, hate crimes, revolution, gender bias, cultural and social privilege and questions about identity.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<i>Craft and Structure</i>	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<i>Integration of Knowledge and Ideas</i>	
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<i>Integration of Knowledge and Ideas</i>	
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Writing Standards	
<i>Text Types and Purposes</i>	
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. <ul style="list-style-type: none"> a. 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. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<ul style="list-style-type: none"> c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).
<i>Production and Distribution of Writing</i>
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.)
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 9–10 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>
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.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grades 11-12 Reading Standards to literature</i> b. Apply <i>grades 11-12 Reading Standards to literary nonfiction</i>
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<i>Presentation of Knowledge and Ideas</i>
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
<i>Knowledge of Language</i>
<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>
<i>Vocabulary Acquisition and Use</i>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>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.</p>

Essential Questions

- What is drama?
- What is theater?
- How is drama different from other genres?
- How is reading a drama different from reading other types of text?
- What is art?
- How are friendships made and maintained?
- Why do characters do what they do and feel how they feel?
- What are the details that make a play seem realistic when there is no set?
- How are people transformed through their relationships with others?
- How does dramatic literature express universal themes?
- How does dramatic literature help us understand ourselves and others?
- How does dramatic literature reflect the human condition?
- What is hate?
- Why do people hate?
- What is the correlation between hate and violence?
- How will you respond to indifference, prejudice, and hate?
- What is the difference between acceptance and tolerance?
- What is the nature of hate and what affect can it have on society?
- What effects can a tragedy have on a community?
- How can one personally overcome hatred?
- How can one help others to overcome their hatred?
- How do words or thoughts of hate impact the mind?
- How can dramatic literature be a communication tool for social action?

- How are the traditional structures of theater manipulated in contemporary drama?
- Why is drama a good social tool for expression of thought and theme?
- What role do songs and poetry play in the form of contemporary drama?
- In what ways can art be a form of revolution?
- What is the function of history in contemporary drama?
- As individuals, how can we successfully help create revolutions and relationships that are lasting?
- How are people transformed through their relationships with others?
- In what ways are form and function important to theater? And in what ways can they be disregarded as important?
- Is conflict an inevitable part of the human condition?
- Are there turning points in each of our lives that change us forever?
- In the face of adversity, what causes some to prevail and some to fail?
- How does our sense of self affect our relationships?
- How does reading about the struggles and triumphs of others impact us?
- How and why do humans push their own mental and physical limits?
- Is it possible or desirable to break those limits?
- Why do humans want to test the limits of the community?
- How can a society benefit from individuals who push the limits?
- What are the negative consequences of such experiments?

Enduring Understandings

- Identify styles and traditions that are reflective of, and affected by, culture, time and place.
- Evaluate of a theatrical piece is based on both cognitive reflection and emotional response.
- Identify how drama can challenge the reader to examine self and society.
- Analyze the main characters' conflicts with self
- Analyze the main characters' conflicts with others
- Make and support judgments about human nature
- Identify and explain significant historical realities that relate to the setting of the works studied
- Define new words in context
- Apply elements of grammar, usage, and style to their writing
- Identify literary devices in the works as a whole
- Define and apply a wide range of literary terms
- Write a comparative analysis of characters focusing on themes of students' choosing. These papers will make use of the five paragraph format (although they will be at least eight paragraphs long) and will provide sufficient quotations, citations or research to support their arguments
- Analyze literary elements and define literary terms for the works being studied
- Develop their analytical writing skills
- Read aloud with clarity and understanding from dramatic works; prepare, organize, and present dramatic readings
- Write a research paper discussing a contemporary dramatist, one of their works and how it might influence society, social change, affect Contemporary Dramatic Literature or other such view points
- Write a draft of a one-act play as a class

Evidence of Understanding

- class discussions
- open-book assessments intended to show use of text
- work in groups/pairs
- open responses/paragraph responses to assess a single concept or brief text
- essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal, visual or text-related prompts
- journal portfolios
- visual assessments, including artwork
- critiques of play performance adaptations
- research papers
- projects

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Introduction: Crash Course in Dramatic Literature	<ul style="list-style-type: none"> What is drama? What is theater? How is drama different from other genres? How is reading a drama different from reading other types of text? 	<ul style="list-style-type: none"> Read 2 plays: realistic and epic and identify the basic elements of a play (e.g., characters, setting, plot) Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole Analyze the meaning of scripted scenes, scenarios and/or plays Recognize the hallmarks in epic theater and realism Read aloud with clarity and understanding from dramatic works 	<ul style="list-style-type: none"> Pre-test of prior knowledge Class discussions Group creative writing Open responses/paragraph responses Essays
"The Exploration of Relationships through <i>Art, Conversations After a Burial and Life X 3</i> by Yasmina Reza"	<ul style="list-style-type: none"> What is art? How are friendships made and maintained? Why do characters do what they do and feel how they feel? What are the details that make a play seem realistic when there is no set? How are people transformed through their relationships with others? How does dramatic literature express universal themes? How does dramatic literature help us understand ourselves and others? How does dramatic literature reflect the human condition? 	<ul style="list-style-type: none"> Identify character motivations through research and analysis and be able to articulate how they affect the character's actions Differentiate the author's intention, growth, similarities, style between the three plays Read aloud with clarity and understanding from dramatic works 	<ul style="list-style-type: none"> Class discussions regarding author's style and mood Journal prompts with art project Art Movement project Character analysis writing Critique of movie versus play
"Hate, indifference, reflection and tolerance: how <i>The Laramie Project</i> and <i>The Laramie Project: 10 years later</i> by the Tectonic Theater Project sparks a good discussion for high schoolers"	<ul style="list-style-type: none"> What is hate? Why do people hate? What is the correlation between hate and violence? How will you respond to indifference, prejudice, and hate? What is the difference between acceptance and tolerance? 	<ul style="list-style-type: none"> Relate the elements of a dramatic production and the impact they have on the viewer Assess how an audience's response can impact a theatrical presentation Analyze and explain the function of theatre across times and places 	<ul style="list-style-type: none"> Class discussions regarding hate crimes, tolerance, reflection and indifference Journal portfolio Hate crime group presentation Essay regarding impact of social change and possibilities of drama in

	<ul style="list-style-type: none"> • What is the nature of hate and what affect can it have on society? • What effects can a tragedy have on a community? • How can one personally overcome hatred? • How can one help others to overcome their hatred? • How do words or thoughts of hate impact the mind? • How does dramatic literature reflect the human condition? • How can dramatic literature be a communication tool for social action? 	<ul style="list-style-type: none"> • Compare and contrast the dramatic art forms of theatre, film and television 	<ul style="list-style-type: none"> • society • Poetry writing; individually and in groups
<p>“Form and Function in contemporary theater: Revolution and relationships in Caryl Churchill’s <i>Mad Forest</i>”</p>	<ul style="list-style-type: none"> • How are the traditional structures of theater manipulated in contemporary drama? • Why is drama a good social tool for expression of thought and theme? • What role do songs and poetry play in the form of contemporary drama? • In what ways can art be a form of revolution? • What is the function of history in contemporary drama? • As individuals, how can we successfully help create revolutions and relationships that are lasting? • How are people transformed through their relationships with others? • In what ways are form and function important to theater? And in what ways can they be disregarded as important? 	<ul style="list-style-type: none"> • Assess how an audience's response can impact a theatrical presentation • Identify and explain significant historical realities that relate to the setting of the works studied • Identify styles and traditions that are reflective of, and affected by, culture, time and place. 	<ul style="list-style-type: none"> • Class discussions • Character analysis • Poetry writing • Research project on Romanian history, culture and customs; revolutions of the past and present • Written analysis between Brechtian theater and contemporary theater • Compare and contrast characters with the themes of the play • Review film from Romania about the time of the revolution
<p><i>Wit: a play by Margaret Edson</i> and our personal struggles, goals and limits.</p>	<ul style="list-style-type: none"> • Is conflict an inevitable part of the human condition? • Are there turning points in each of our lives that change us forever? • In the face of adversity, what causes some to prevail and some to fail? • How does our sense of self affect our relationships? • How does reading about the struggles and triumphs of others impact us? • How and why do humans push their own mental and 	<ul style="list-style-type: none"> • Assess how an audience's response can impact a theatrical presentation • Compare and contrast the dramatic art forms of theatre, film and television • Analyze the main characters' conflicts with self • Analyze the main characters' conflicts with others • Evaluate of a theatrical 	<ul style="list-style-type: none"> • Class discussions • Journal portfolio • Research project on poet • Critique of movie versus plays

	physical limits? <ul style="list-style-type: none"> Is it possible or desirable to break those limits? Why do humans want to test the limits of the community? How can a society benefit from individuals who push the limits? What are the negative consequences of such experiments? 	piece is based on both cognitive reflection and emotional response.	
<i>Play Writing Workshop</i>	<ul style="list-style-type: none"> In what ways are form and function important to theater? And in what ways can they be disregarded as important? Is conflict an inevitable part of the human condition? Why do characters do what they do and feel how they feel? What are the details that make a play seem realistic when there is no set? How does dramatic literature express universal themes? How can dramatic literature be a communication tool for social action? How are the traditional structures of theater manipulated in contemporary drama? Why is drama a good social tool for expression of thought and theme? 	<ul style="list-style-type: none"> Make and support judgments about human nature Identify and explain significant historical realities that relate to the setting of the works studied Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form 	<ul style="list-style-type: none"> Create a written scene utilizing characters and setting that creates tension and suspense, with a subsequent resolution Write a research paper discussing a contemporary dramatist, one of their works and how it might influence society, social change, affect Contemporary Dramatic Literature or other such viewpoints Write an original one act play with clearly developed characters, setting, conflict and resolution

Advanced Placement English Literature & Composition

Grade Level	12
Course Number	155
Subject Area	English Language Arts

Course Description

The primary goal of AP English Literature and Composition is to develop students' abilities as independent readers and writers by offering a rigorous college-level course during the senior year. Successful completion of the course could qualify students for up to one year's credit in English at a participating college or university. AP English Literature is both demanding and intellectually stimulating, and requires a student's best effort, independence of thought, and mature work habits. Classroom discussion and active participation are vital. Written assignments, both short and long, are an important and frequent feature of the course. Students will work to create authoritative voices that employ insight, fluency and examples in the examination of various works. Class participation is a key element to the student's ability to process the works that are studied throughout the year. Students will discuss strategies for taking the A.P. exam and take practice tests of a similar format. Summer requirements are assigned and expected to be completed for the start of the school year. **This course is available to senior students. Students will be required to take the Advanced Placement English Literature and**

Composition exam.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping 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

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.)
8. (Not applicable to literature)

MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

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

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.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

<p>evidence.</p> <ol style="list-style-type: none"> 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 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. 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. Provide a concluding statement or section that follows from and supports the argument presented.
<p>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.</p> <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).
<p>Production and Distribution of Writing</p>
<p>4Produce 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 1–2 above.)</p>
<p>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 on page 67.)</p>
<p>6. 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.</p>
<p>Research to Build and Present Knowledge</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]”).
Range of Writing
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 Standards
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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.
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.
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.
Comprehension and Collaboration
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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.
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.
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
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.
5. 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 on page 67 for specific expectations.)

Language Standards	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
Knowledge of Language	
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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations
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.
Essential Questions	
<p>What is close reading?</p> <p>What is the overall meaning of a work?</p> <p>How does a prose author use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning?</p> <p>How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>How does a dramatist use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work?</p> <p>How does a protagonist in a play demonstrate the characteristics of a tragic hero?</p> <p>How do diverse works share similar themes and content? How do the differences between the works add substance to their shared theme?</p> <p>What criteria help determine the literary value of a work?</p> <p>How does a character's search for identity convey the meaning or add to the meaning of a work?</p> <p>What questions and processes do readers use to help them analyze a text?</p> <p>How does the process of close reading lend itself to writing a critical analysis?</p> <p>How does an interpretation of a piece of writing vary based on the audience?</p> <p>How is it possible for a piece of writing to have many meanings that may be contradictory?</p> <p>What goes into creating a well-developed critical interpretation of writing?</p> <p>To what extent does a reader's personal interpretation and intentions have to be taken into account when providing a critical</p>	

interpretation?

How does the interpretation of a piece of writing change over time?

How does an author's life/culture/current events influence a piece of writing?

What are the best strategies for drafting, revising, and editing a composition?

What is the format of the AP English Literature & Composition examination?

How do readers successfully respond to the writing prompts?

How are the texts studied in this course applicable to life and study beyond these walls?

Enduring Understandings

- Differentiate between escape and interpretive literature
- Analyze and identify the elements of plot including conflict; protagonists and antagonists; suspense; mystery; dilemma; the unhappy, happy, or indeterminate ending; and artistic unity or plot manipulation.
- Analyze characters' traits and motivations and the role these play in the author's central meaning.
- Determine whether characters are presented directly or indirectly; whether they are consistent, motivated, and plausible; whether they are flat or rounded; and whether they are stock, static or developing.
- Express the theme of the story in a statement that includes a subject and predicate, that is a generalization about life justified by the story as a whole, but that is not a cliché.
- Recognize the point of view of the story [Omniscient, Limited Omniscient (major character or minor character), First Person (major character or minor character), or Objective] and show how this point of view helps to develop the meaning of the story.
- Recognize symbol and irony in a story and show how these add to the meaning of the story.
- Recognize the relative merits of one emotional story versus another, one humorous story versus another, and one fantasy story versus another.
- Define and identify the elements of poetry including denotation and connotation, imagery, figurative language (simile, metaphor, personification, apostrophe, metonymy, symbol, allegory, paradox, overstatement, understatement, irony), and allusion.
- Analyze a poem for its overall meaning and ideas based on the above poetic devices as well as on the poem's speaker, tone, musical devices, rhythm and meter, sound and pattern.
- Distinguish between good poetry and bad, and between good poetry and great poetry.
- Write about a new poem by applying the above poetic devices and techniques to the overall meaning of the poem.
- Write an analysis of three or four poems by the same poet focusing on common techniques and themes.
- Write an analysis of two poems on the same subject and determine how they compare and contrast in tone, theme, and other aspects.
- Define and identify the elements of drama including protagonists and antagonists, types of plot construction (organic and episodic) and plot development (unfolding and accretive), initial and inciting incidents, point of attack, complication, literary and emotional climaxes, resolution, and obligatory scene.
- Distinguish between types of drama, including realistic and non-realistic drama, and between tragedy, comedy, and melodrama and tragicomedy.
- Recognize the playwright's themes and show how these develop over the course of the play
- Differentiate between the advantages and disadvantages of this genre in presenting the playwright's themes.
- Analyze novel characters' traits and motivations and the role these play in the author's themes.
- Determine the themes of a given novel and show how these emerge through character, plot, setting, diction, and point of view.
- Recognize symbol and irony and show how these enhance the author's themes.
- Recognize stylistic differences and approaches and show how these enhance the author's themes.
- Define and apply a wide range of literary terms.
- Write well-organized and well-substantiated paragraphs and essays (both short and long) about the works read, using the knowledge of literary devices garnered throughout the course.
- Apply elements of grammar usage, and style to their writing.
- Write a well-organized research paper with proper citations, adequate sources, and appropriate support from the text(s).

Evidence of Understanding

- take interim assessments/quizzes on short works or sections of longer works
- take tests on major units and/or works

- write long and short compositions on poetry, short story and novel prompts
- work in groups/pairs to gain understanding of various genres of literature and major concepts
- complete multiple choice questions comparable to those found on the AP exam to show understanding of works of literature
- write in journals, responding to personal or textual prompts
- write at least one effective research paper that synthesizes major philosophical movements and literary theory as they apply to a piece of literature
- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs to assess A.P. writing prompts
- open responses/paragraph responses to assess single concept or brief text
- longer essays to assess larger themes and/or major works
- creative writing
- journal writing, responding to personal or textual prompts, perhaps using two-column format

MAJOR TEXT: Perrine's *Literature Structure, Sound, and Sense, Ninth Edition*: Thomas R. Arp, Greg Johnson

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
For All Novel Work	For All Novel Work	For All Novel Work	For All Novel Work
Assigned outside reading novels throughout the year to prepare for the A.P. Literature Exam: <i>Pride and Prejudice, The Mayor of Casterbridge, Things Fall Apart, Brave New World, Beloved, 1984, A Moveable Feast, Persuasion, How to Read Literature Like a Professor, Billy Budd, Grendel, Literary Theory/Practical Criticism, Philosophy</i>	<p>What is close reading?</p> <p>What is the overall meaning of a work?</p> <p>How does a prose author use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work?</p> <p>What criteria help determine the literary value of a work?</p> <p>How does a character's search for identity convey the meaning or add to the meaning of a work?</p> <p>What questions and processes do readers use to help them analyze a text?</p> <p>How does the process of close reading lend itself to writing a critical analysis?</p>	<p>Analyze and identify the elements of plot including conflict; protagonists and antagonists; suspense; mystery; dilemma; the unhappy, happy, or indeterminate ending; and artistic unity or plot manipulation.</p> <p>Analyze characters' traits and motivations and the role these play in the author's central meaning.</p> <p>Determine whether characters are presented directly or indirectly; whether they are consistent, motivated, and plausible; whether they are flat or rounded; and whether they are stock, static or developing.</p> <p>Express the theme of the story in a statement that includes a subject and predicate, that is a generalization about life justified by the story as a whole, but that is not a cliché.</p>	<p>take interim assessments/quizzes on short works or sections of longer works</p> <p>take tests on major units and/or works</p> <p>write long and short compositions on poetry, short story and novel prompts</p> <p>work in groups/pairs to gain understanding of various genres of literature and major concepts</p> <p>Determine the themes of a given novel and show how these emerge through character, plot, setting, diction, and point of view.</p> <p>work in groups/pairs to assess A.P. writing prompts</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>write at least one effective research paper that synthesizes major philosophical movements</p>

		<p>Determine the themes of a given novel and show how these emerge through character, plot, setting, diction, and point of view.</p> <p>Recognize symbol and irony and show how these enhance the author's themes.</p> <p>Recognize stylistic differences and approaches and show how these enhance the author's themes.</p>	<p>and literary theory as they apply to a piece of literature: <u>Grendel</u> and Philosophy; <i>A Jury of Her Peers</i> with a Feminist Critique</p>
<p>Short Story</p> <p>MAJOR TEXT:</p> <p><i>Perrine's Literature Structure, Sound, and Sense, Ninth Edition: Thomas R. Arp, Greg Johnson</i></p>	<p>What is close reading?</p> <p>What is the overall meaning of a work?</p> <p>How does a prose author use elements of fiction (plot, character, setting, diction, syntax, dialogue, symbolism, etc.) to convey meaning?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work?</p> <p>How do diverse works share similar themes and content? How do the differences between the works add substance to their shared theme?</p> <p>What criteria help determine the literary value of a work?</p> <p>How does a character's search for identity convey the meaning or add to the meaning of a work?</p> <p>What questions and processes do readers use to help them analyze a text?</p> <p>How does the process of close reading lend itself to writing a critical analysis?</p> <p>What goes into creating a well-developed critical interpretation</p>	<p>Analyze and identify the elements of plot including conflict; protagonists and antagonists; suspense; mystery; dilemma; the unhappy, happy, or indeterminate ending; and artistic unity or plot manipulation.</p> <p>Analyze characters' traits and motivations and the role these play in the author's central meaning.</p> <p>Determine whether characters are presented directly or indirectly; whether they are consistent, motivated, and plausible; whether they are flat or rounded; and whether they are stock, static or developing.</p> <p>Express the theme of the story in a statement that includes a subject and predicate, that is a generalization about life justified by the story as a whole, but that is not a cliché.</p> <p>Recognize the point of view of the story [Omniscient, Limited Omniscient (major character or minor character), First Person (major character or minor character), or Objective] and</p>	<p>take interim assessments/quizzes on short works or sections of longer works</p> <p>take tests on major units and/or works</p> <p>write long and short compositions of various types and purposes, including the argument, rhetoric, and synthesis compositions required by the Advanced Placement guidelines</p> <p>work in groups/pairs to gain understanding of texts and major concepts</p>

	<p>of writing?</p> <p>To what extent does a reader's personal interpretation and intentions have to be taken into account when providing a critical interpretation?</p> <p>How does the interpretation of a piece of writing change over time?</p> <p>How does an author's life/culture/current events influence a piece of writing?</p>	<p>show how this point of view helps to develop the meaning of the story.</p> <p>Recognize symbol and irony in a story and show how these add to the meaning of the story.</p> <p>Recognize the relative merits of one emotional story versus another, one humorous story versus another, and one fantasy story versus another.</p>	
<p>Poetry</p> <p>MAJOR TEXT:</p> <p><i>Perrine's Literature Structure, Sound, and Sense, Ninth Edition: Thomas R. Arp, Greg Johnson</i></p>	<p>How does a poet use poetic devices (symbolism, imagery, figurative language, rhyme, meter, etc.) to convey meaning?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work, specifically the feminist poets and poems?</p> <p>How do diverse works share similar themes and content?</p> <p>How do the differences between the works add substance to their shared theme—How do Yeats and Shakespeare share similar thoughts in vastly different eras?</p> <p>What criteria help determine the literary value of a work—what makes a poem "Great" in the anthology?</p> <p>What questions and processes do readers use to help them analyze a poem—diction, rhyme scheme, symbols?</p> <p>How does the process of close reading lend itself to writing a critical analysis?</p> <p>How does an interpretation of a piece of writing vary based on the audience: see "My Papa's Waltz."</p> <p>How is it possible for a piece of writing to have many meanings that may be contradictory?</p> <p>Yeats's point of view in "Cap and</p>	<p>Define and identify the genres and elements of poetry including denotation and connotation, imagery, figurative language (simile, metaphor, personification, apostrophe, metonymy, symbol, allegory, paradox, overstatement, understatement, irony), and allusion.</p> <p>Analyze a poem for its overall meaning and ideas based on the above poetic devices as well as on the poem's speaker, tone, musical devices, rhythm and meter, sound and pattern.</p> <p>Distinguish between good poetry and bad, and between good poetry and great poetry.</p> <p>Write about a new poem by applying the above poetic devices and techniques to the overall meaning of the poem.</p> <p>Write an analysis of three or four poems by the same poet focusing on common techniques and themes. The Yeats poetry essay</p> <p>Write an analysis of two poems on the same subject and determine how they compare and contrast in tone, theme, and other</p>	<p>take interim assessments/quizzes on short works or sections of longer works</p> <p>take tests on major units and/or works</p> <p>work in groups/pairs to gain understanding of texts and major concepts</p> <p>write long and short compositions on poetry, prompts</p> <p>work in groups/pairs to gain understanding of various genres of poetry</p> <p>complete multiple choice questions comparable to those found on the AP exam to show understanding of poetry</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>longer essays to assess larger themes and/or major works</p> <p>creative writing: writing "bad" poetry</p>

	<p>Bells”</p> <p>How does the interpretation of a piece of writing change over time?</p> <p>How does an author’s life/culture/current events influence a piece of writing? See the Feminist Poets</p> <p>What are the best strategies for drafting, revising, and editing a composition?</p> <p>What is the format of the AP English Literature & Composition examination on questions of poetry both in writing prompts and multiple choice questions?</p> <p>How do readers successfully respond to the writing prompts on style, mood, tone, and structure of a poem?</p>	aspects. The “Great” poem comparison	
<p>Drama</p> <p><i>Oedipus Rex</i> <i>Antigone</i> <i>Hamlet</i> <i>The Glass Menagerie</i> <i>A Doll’s House</i></p>	<p>How does a dramatist use dramatic elements (dialogue, stage action, asides, monologues, etc.) to convey character and meaning?</p> <p>How does a protagonist in a play demonstrate the characteristics of a tragic hero?</p> <p>How does a character’s search for identity convey the meaning or add to the meaning of a work?</p> <p>How does setting (both time and place) determine the outcome of a story or the actions and fortunes of a character?</p> <p>What cultural, societal, and historical factors, if any, provide context or add meaning to the work, especially <i>Antigone</i>?</p> <p>How are the texts studied in this course applicable to life and study beyond these walls</p>	<p>Define and identify the elements of drama including protagonists and antagonists, types of plot construction (organic and episodic) and plot development (unfolding and accretive), initial and inciting incidents, point of attack, complication, literary and emotional climaxes, resolution, and obligatory scene.</p> <p>Distinguish between types of drama, including realistic and non-realistic drama, and between tragedy, comedy, and melodrama and tragicomedy.</p> <p>Recognize the playwright’s themes and show how these develop over the course of the play</p> <p>Recognize symbol and irony in a play and show how these add to the meaning of the play.</p>	<p>take interim assessments/quizzes on short works or sections of longer works</p> <p>take tests on major units and/or works</p> <p>write long and short compositions of various types and purposes, including work in Greek tragedies and Shakespeare’s <i>Hamlet</i> groups/pairs to gain understanding of Aristotle’s definition of tragedy and the tragic hero</p> <p>write an effective research paper</p>

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Novel Writing: Honors

Grade Level	11, 12
Course Number	151
Subject Area	English Language Arts

Course Description

This course focuses on identifying obstacles to writing a novel and eliminating them as well as establishing an intimacy with characters and creating a solid outline to guide students through their story. Weekly assignments, group interaction, and instructor feedback help students explore various methods of writing their first novel while learning key craft points of plot, structure, point of view, sense of place, and voice.

Participants receive intensive instructor and peer critiques of manuscript chapters and their relation to the overall work, including a review as needed of the effective use of voice, tone, mood, imagery, and metaphor. One of the major goals of this course is to give students all the self-editing skills they need to polish and revise their entire novel- within and beyond the course itself. Finally, students will learn about the publishing industry and how to get a novel published.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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

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.

Writing Standards

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. 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.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<ul style="list-style-type: none"> c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<i>Production and Distribution of Writing</i>
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.)
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 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>
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.
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.
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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 Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<i>Knowledge of Language</i>
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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

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.

Essential Questions

What is narrative structure?
 How do we create believable, dynamic characters?
 How do we create characters that have a notion of self and who struggle with conscience?
 How do we illustrate a realistic story world?
 How does the story world affect the characters that live in it?
 How do we analyze the effectiveness of our story telling?
 How do we analyze our theme?

Enduring Understandings

Students will learn how to:

- Craft a narrative structure
- Scrutinize story structure
- Construct compelling, dynamic characters
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Identify and explain significant historical realities that relate to the setting
- Present their information in an organized way
- Research and design a story world
- Illustrate story through action, dialogue, interior emotion, interior monologue, description, flashback, and narrative summary
- Analyze characters and their notion of self
- Analyze characters' awareness of and struggles with conscience
- Rework scenes for structure and content
- Analyze the theme of their work

Evidence of Understanding

The students will:

- Analyze the three act structure of various works.
- Develop character sketches and biographies; create character portfolios
- Write Research reports
- Create scenes and maps of that depict their story worlds
- Write proactive and reactive scenes
- Convey a story using action, dialogue, interior emotion and monologue and description
- Understand Point of View and its importance to storytelling.
- Analyze and Critique the work of their peers.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
The three act structure	How is the novel structured? How do you begin a novel? How do you create tension and	Identify a one sentence storyline? Identify and analyze the three act structure in a variety of	Write a one sentence summary of their novel. Write a one paragraph

	<p>drive the story forward?</p> <p>Why do endings work (or not work?)</p>	works.	summary of their three act structure.
Characterization	<p>What is an emotional driver and why is it important?</p> <p>What is motivation and why is it important?</p> <p>What is back story and why is it necessary?</p>	<p>Create character portfolios for main players.</p> <p>Understand what motivates their characters.</p> <p>Create a backstory for each character.</p>	<p>Develop character sketches and biographies</p> <p>Create character portfolios</p>
Story World	<p>What is the natural world in which the characters live?</p> <p>What are the cultural drivers of the story world?</p> <p>What is the backdrop for conflict?</p> <p>What is an appropriate story question?</p>	<p>Create maps and descriptive scenes of the natural story world.</p> <p>Reveal the cultural drivers of the story world: cultural groups, History, Languages, Culture, Science, Technology, religion, mythology, and purpose.</p> <p>Define a backdrop for conflict especially the status quo and the weak point.</p> <p>Write an objective simple, important, achievable and difficult story question</p>	<p>Write Research reports on applicable topics</p> <p>Create scenes and maps of that depict their story worlds</p>
Scene	<p>What is a proactive scene?</p> <p>What is a reactive scene?</p>	<p>Write a proactive scene that has a goal, conflict and setback.</p> <p>Write a reactive scene that has a reaction, dilemma and decision.</p>	<p>Create scenes that depict the story world</p> <p>Write proactive and reactive scenes</p> <p>Convey a story using action, dialogue, interior emotion and monologue and description</p>
Conveying a story	How do I reveal my story through action, dialogue, interior emotion and monologue and description	Write scenes that show rather than tell information.	<p>Convey a story using action, dialogue, interior emotion and monologue and description</p> <p>Understand Point of View and its importance to storytelling.</p>
Revision	<p>How do I fix broken characters?</p> <p>How do I fine tune POV and Voice?</p>	<p>Critique work of others.</p> <p>Rewrite and rework scenes.</p>	Analyze and Critique the work of their peers.

Writer's Workshop: Academic

Grade Level	11
Course Number	152
Subject Area	English Language Arts

Course Description

The Writer's Workshop is an elective course for junior students who would like to reinforce their writing skills to prepare for senior year and college level work. The course will focus on instruction and practice in expository, persuasive, and informational writing with an emphasis on 21st century skills such as communication and collaboration, and information literacy. Assignments and units of study will include in-depth work with five paragraph essays, research papers, and standardized test essays (SAT and ACT). The fourth quarter will include an introduction to the college essay. Students will review and regularly practice grammar usage, mechanics, and revising in a computer lab at school. At the end of the year, students should see significant improvement in their confidence and competence as writers.

Content Standards

Reading Standards for Literature

Key Ideas and Details

- 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

- 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.)

Integration of Knowledge and Ideas

- MA.8.A.** Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

Reading Standards for Informational Text

Craft and Structure

- 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.
- 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

- 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.
- 8.** 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- 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

- 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.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
MA.3.A.	Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).
<i>Production and Distribution of Writing</i>	
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.)
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 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>	
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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<i>Range of Writing</i>
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.
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
<i>Knowledge of Language</i>
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. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<i>Vocabulary Acquisition and Use</i>
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?

How does the writer develop a 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?

How does the writer employ 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?

How does the writer develop precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic?

How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?

How does the writer 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?

How does an author's development of story elements such as setting, plot, and characterization impact the reader?

How does the writer ask a good research question, find a wide range of reliable sources, improve research strategies, take good notes, analyze and synthesize information, and avoid plagiarism?

Enduring Understandings

Students will learn how to:

- **Analyze expository and persuasive writing to determine an author's point of view and/or purpose.**
- Craft well written arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- **Craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
- **Craft a well-written short story with particular attention paid to character development, plot structure, setting, use of dialogue and point of view.**
- **Develop a research question, research using a wide range of sources, and analyze and synthesize information into a formal research paper.**
- **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

Evidence of Understanding

The students will:

- work in groups/pairs
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose five paragraph essays to assess larger themes and/or major works
- Compose narrations, including retelling a short portion of text from another point of view
- Write creatively
- Write in a journal, responding to personal or textual prompts
- Write research papers
- Complete projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Personal Writing	How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?	Crafting Strong leads	Personal Memoir Writing
		Showing vs. Telling	This I Believe Writing
		Active vs. Passive Voice	Working in Groups to

	<p>How does the writer employ 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?</p> <p>How does the writer develop precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic?</p> <p>How does the writer 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?</p>	<p>Using Extended Metaphors to enhance writing</p> <p>Using repetition</p>	<p>Critique written works</p> <p>journal writing</p>
Expository Writing	<p>How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?</p> <p>How does the writer develop a 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?</p> <p>How does the writer employ 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?</p> <p>How does the writer develop precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic?</p> <p>How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?</p>	<p>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.</p> <p>Development of thesis statements</p> <p>Crafting strong topic sentences.</p> <p>Eliminating wordiness</p>	<p>Five paragraph expository essay.</p> <p>Working in Groups to Critique written works</p> <p>journal writing</p>

	How does the writer 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?		
Persuasive Writing	<p>How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?</p> <p>How does the writer develop a 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?</p> <p>How does the writer employ 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?</p> <p>How does the writer develop precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic?</p> <p>How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?</p> <p>How does the writer 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?</p>	<p>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.</p> <p>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.</p>	<p>Five paragraph persuasive essay.</p> <p>Working in Groups to Critique written works</p> <p>journal writing</p>
The Short Story	How does the style, content, and structure of a work contribute to a reader's understanding and	Direct vs Indirect Characterization	<p>Character analysis writing</p> <p>Climactic scene writing</p>

	<p>engagement with a text?</p> <p>How does the writer employ 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?</p> <p>How does the writer develop precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic?</p> <p>How does the writer 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?</p> <p>How does an author's development of story elements such as setting, plot, and characterization impact the reader?</p>	<p>Linear Plot</p> <p>Climactic Scenes</p> <p>Setting (descriptive writing)</p> <p>Use of dialogue for character and plot development</p> <p>Writing realistic dialogue</p> <p>The advantageous and disadvantages of various point of view choices</p>	<p>Short descriptive writing</p> <p>Dialogue exercises</p> <p>Publishable short story</p> <p>journal writing</p>
The Research Paper	<p>How does the writer ask a good research question, find a wide range of reliable sources, improve research strategies, take good notes, analyze and synthesize information, and avoid plagiarism?</p> <p>How does the writer develop a 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?</p> <p>How does the writer employ 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?</p>	<p>Developing a research question.</p> <p>Developing strategies for finding relevant information.</p> <p>Evaluate a wide range of reliable sources.</p> <p>Explore note-taking strategies</p> <p>Analyzing and synthesizing information</p> <p>Avoiding plagiarism</p> <p>Citing sources</p>	<p>Thesis statements</p> <p>Website evaluation worksheets</p> <p>Note-taking assignments</p> <p>Outlines</p> <p>Research papers</p> <p>Bibliography and works cited page</p>

	How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?		
Writing for Standardized tests	<p>How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?</p> <p>How does the writer employ 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?</p> <p>How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?</p>	<p>Subject / verb agreement</p> <p>Pronoun Agreement</p> <p>Pronoun case</p> <p>Usage</p> <p>Transitions</p> <p>Identifying run on sentences</p> <p>Using modifiers correctly</p> <p>Organizing and developing five paragraph essays in response to SAT prompts</p>	<p>Grammar Exercises</p> <p>SAT practice tests.</p> <p>Five paragraph essays in response to SAT prompts</p>
Writing the college essay	<p>How does the writer 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?</p> <p>How does the style, content, and structure of a work contribute to a reader's understanding and engagement with a text?</p> <p>How does the writer employ 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?</p> <p>How does the writer establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?</p>	Organizing and developing five paragraph essays in response to college essay prompts	Formal College essays

Advanced Placement English Language & Composition			
Grade Level	11, 12		
Course Number	155		
Subject Area	English Language Arts		
Course Description			
The Advanced Placement English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through reading and writing students will gain knowledge of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students write in both informal and formal contexts to gain authority and learn to take risks in writing. In addition, the informed use of research materials and the ability to synthesize varied sources are integral parts of the course. Students evaluate the legitimacy and purpose of sources used and learn to sort through disparate interpretations to analyze, reflect upon, and write about a topic. The course is designed to reflect the academic expectations and rigor of a college-level course as delineated by the College Board. Summer assignments are required to be completed. It is the responsibility of the student to obtain this summer work prior to leaving school in June. This course is available to junior and senior students and serves to satisfy the junior English requirement (American Literature) or the senior English course requirement. Students will be required to take the Advanced Placement English Language and Composition exam.			
Content Standards			
Reading Standards for Literature			
Key Ideas and Details			
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.			
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.			
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			
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.)			
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.			
6. Analyze a case in which grasping 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			
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.)			
8. (Not applicable to literature)			
MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).			
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			
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.
Reading Standards for Informational Text
<i>Key Ideas and Details</i>
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.
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.
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.
<i>Craft and Structure</i>
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>
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.
8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards
<i>Text Types and Purposes</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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.

<ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>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.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> 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”). b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]”).
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. 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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. 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. d. 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.
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.
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.
<i>Presentation of Knowledge and Ideas</i>
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.
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.
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 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<i>Knowledge of Language</i>
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.

- a. 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

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.
 - a. 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.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
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.

Essential Questions

What is rhetoric?
 What is the rhetorical triangle?
 What are ethos, pathos, and logos, and how can they be used to analyze a text?
 What is close reading?
 What questions and processes do readers use to help them analyze a text?
 How does the process of close reading lend itself to writing a critical analysis?
 How do readers and writers determine the value of a particular source?
 How do audience and purpose determine a text’s format and rhetorical structures?
 What questions do readers and writers ask when approaching a text?
 What rhetorical devices are commonly used by writers?
 How do readers and writers evaluate patterns of rhetorical devices?
 How do readers and writers identify audiences, and anticipate their needs?
 Which rhetorical devices are appropriate for specific audiences and purposes?
 How does an interpretation of a piece of writing vary based on the audience?
 How is it possible for a piece of writing to have many meanings that may be contradictory?
 What goes into creating a well-developed critical interpretation of writing?
 To what extent does an author’s intention have to be taken into account when providing a critical interpretation?
 To what extent does a reader’s personal interpretation and intentions have to be taken into account when providing a critical interpretation?
 How do persuasion and argument differ?
 What is bias?
 How does the interpretation of a piece of writing change over time?
 How does an author’s life/culture/current events influence a piece of writing?
 How can seemingly dissimilar pieces of writing be in conversation with each other?
 What is the value of being able to draw connections between diverse, dissimilar and contradictory texts?
 What are the best strategies for drafting, revising, and editing a composition?
 In what ways does writing influence one’s understanding of the world? Why read and write?
 How is critical reflective thinking applicable in other areas of life?
 How does the language we use reveal who we are?
 What is the format of the AP English Language & Composition examination?
 How do readers successfully respond to the argument, rhetoric, and synthesis prompts?
 How are the methods learned in this course applicable to life and study beyond these walls?

Enduring Understandings

Students will learn:

- to rhetorically analyze various texts, such as speeches, essays, autobiographies, advertisements, etc., looking for logos, pathos, and ethos.
- to study the English language, its roots, expansion, and forms, and to understand its various uses over time and place.
- to apply previous knowledge of reading and textual analysis skills such as literary devices, theme, organization, etc.
- to plan, analyze, and revise their own writing as well as that of their classmates.
- to write timed responses as well as long-term essays and papers.
- to synthesize various sources and use them to write a cogent response, employing both argument and counter-argument.
- to respond to the three AP English Language writing prompts – synthesis, argument, and rhetoric.
- to perform “close readings” of various texts, annotating to find specific information and deeper meanings.
- to perform college-level reading, writing, and analysis.

Evidence of Understanding

The students will:

- take interim assessments/quizzes on short works or sections of longer works
- take tests on major units and/or works
- write long and short compositions of various types and purposes, including the argument, rhetoric, and synthesis compositions required by the Advanced Placement guidelines
- rewrite well-known texts for new and different audiences and purposes
- complete close readings and rhetorical analyses of various texts, including speeches, letters, newspaper articles, essays, etc.
- work in groups/pairs to gain understanding of texts and major concepts
- complete multiple choice questions comparable to those found on the AP exam to show understanding of text and rhetorical devices
- write in journals, responding to personal or textual prompts
- create visual assessments, including artwork, collages, Power Points, etc.
- write at least one effective research paper
- complete various projects to show understanding of text, rhetorical devices, and major concepts

MAJOR TEXT: Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. New York: Bedford/St. Martin's, 2008.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
An Introduction to Rhetoric, Purpose, and Close Reading <i>Eats, Shoots and Leaves</i> by Lynne Truss (summer reading) <i>Assassination Vacation</i> by Sarah Vowell (summer reading) Chapters 1, 2, and 3 of <i>The Language of Composition</i> (Shea, Scanlon & Aufses) <i>Richard III</i> by William Shakespeare Various speeches, essays, etc., many drawn from current events and publications	What is rhetoric? What is the rhetorical triangle? What are ethos, pathos, and logos, and how can they be used to analyze a text? What is close reading? What questions and processes do readers use to help them analyze a text? How does the process of close reading lend itself to writing a critical analysis? How do readers and writers determine the value of a particular source? How do audience and purpose determine a text's format and rhetorical structures? What questions do readers and writers ask when approaching a	<ul style="list-style-type: none"> • to rhetorically analyze various texts, such as speeches, essays, autobiographies, advertisements, etc., looking for logos, pathos, and ethos. • to study the English language, its roots, expansion, and forms, and to understand its various uses over time and place. • to apply previous knowledge of reading and textual analysis skills such as literary devices, 	<ul style="list-style-type: none"> • complete close readings and rhetorical analyses of various texts, including speeches, letters, newspaper articles, essays, etc. • work in groups/pairs to gain understanding of texts and major concepts • write in journals, responding to personal or textual prompts • take quizzes on rhetorical devices and techniques

	text? What rhetorical devices are commonly used by writers?	theme, organization, etc.	
The American Experience <i>Narrative of the Life of Frederick Douglass</i> <i>Civil Disobedience</i> and other writings by Henry David Thoreau <i>The Great Gatsby</i> by F. Scott Fitzgerald “Letter from a Birmingham Jail” by Martin Luther King <i>The Things They Carried</i> by Tim O'Brien Various American novelists, essayists, poets, photographers, and painters	What questions do readers and writers ask when approaching a text? What rhetorical devices are commonly used by writers? How do readers and writers evaluate patterns of rhetorical devices? How do readers and writers identify audiences, and anticipate their needs? Which rhetorical devices are appropriate for specific audiences and purposes? How does an interpretation of a piece of writing vary based on the audience? How is it possible for a piece of writing to have many meanings that may be contradictory? What goes into creating a well-developed critical interpretation of writing? To what extent does an author’s intention have to be taken into account when providing a critical interpretation? To what extent does a reader’s personal interpretation and intentions have to be taken into account when providing a critical interpretation? How does the interpretation of a piece of writing change over time? How does an author’s life/culture/current events influence a piece of writing?	<ul style="list-style-type: none"> to rhetorically analyze various texts, such as speeches, essays, autobiographies, advertisements, etc., looking for logos, pathos, and ethos. to plan, analyze, and revise their own writing as well as that of their classmates. to write timed responses as well as long-term essays and papers. to synthesize various sources and use them to write a cogent response, employing both argument and counter-argument. to perform “close readings” of various texts, annotating to find specific information and deeper meanings. to perform college-level reading, writing, and analysis. 	<ul style="list-style-type: none"> take interim assessments/quizzes on short works or sections of longer works take tests on major units and/or works write long and short compositions of various types and purposes, including the argument, rhetoric, and synthesis compositions required by the Advanced Placement guidelines rewrite well-known texts for new and different audiences and purposes complete close readings and rhetorical analyses of various texts, including speeches, letters, newspaper articles, essays, etc. work in groups/pairs to gain understanding of texts and major concepts complete various projects to show understanding of text, rhetorical devices, and major concepts take quizzes on rhetorical devices and techniques
Culture and Community/Writers and Their Works Chapters 4, 6, 9, 11 and 12 of <i>The Language of Composition</i> (Shea, Scanlon & Aufses) Various speeches, essays, etc., many drawn from current events and publications	What questions do readers and writers ask when approaching a text? What rhetorical devices are commonly used by writers? How do readers and writers evaluate patterns of rhetorical devices? How do readers and writers identify audiences, and anticipate their needs?	<ul style="list-style-type: none"> to rhetorically analyze various texts, such as speeches, essays, autobiographies, advertisements, etc., looking for logos, pathos, and ethos. to plan, analyze, and revise their own writing as well as 	<ul style="list-style-type: none"> take interim assessments/quizzes on short works or sections of longer works take tests on major units and/or works write long and short compositions of various types and purposes, including

<p>Begin preparations for the AP English Language & Composition Exam</p>	<p>Which rhetorical devices are appropriate for specific audiences and purposes? How does an interpretation of a piece of writing vary based on the audience? How is it possible for a piece of writing to have many meanings that may be contradictory? What goes into creating a well-developed critical interpretation of writing? To what extent does an author's intention have to be taken into account when providing a critical interpretation? To what extent does a reader's personal interpretation and intentions have to be taken into account when providing a critical interpretation? How do persuasion and argument differ? What is bias? How does the interpretation of a piece of writing change over time? How does an author's life/culture/current events influence a piece of writing? How can seemingly dissimilar pieces of writing be in conversation with each other? What is the value of being able to draw connections between diverse, dissimilar and contradictory texts? What are the best strategies for drafting, revising, and editing a composition? In what ways does writing influence one's understanding of the world? Why read and write? How is critical reflective thinking applicable in other areas of life? How does the language we use reveal who we are?</p>	<p>that of their classmates.</p> <ul style="list-style-type: none"> • to write timed responses as well as long-term essays and papers. • to synthesize various sources and use them to write a cogent response, employing both argument and counter-argument. • to perform "close readings" of various texts, annotating to find specific information and deeper meanings. • to perform college-level reading, writing, and analysis. • to respond to the three AP English Language writing prompts – synthesis, argument, and rhetoric. 	<p>the argument, rhetoric, and synthesis compositions required by the Advanced Placement guidelines</p> <ul style="list-style-type: none"> • rewrite well-known texts for new and different audiences and purposes • complete close readings and rhetorical analyses of various texts, including speeches, letters, newspaper articles, essays, etc. • work in groups/pairs to gain understanding of texts and major concepts • complete various projects to show understanding of text, rhetorical devices, and major concepts • take quizzes on rhetorical devices and techniques • prepare for the AP Exam
<p>Argument and Debate Selections from <i>The Language of Composition</i> (Shea, Scanlon & Aufses) <i>Good Night, and Good Luck</i> (dir. George Clooney) Various speeches, essays, etc., many drawn from current</p>	<p>What questions do readers and writers ask when approaching a text? How do readers and writers identify audiences, and anticipate their needs? Which rhetorical devices are appropriate for specific audiences and purposes? How does an interpretation of a piece of writing vary based on the</p>	<ul style="list-style-type: none"> • to rhetorically analyze various texts. • to plan, analyze, and revise their own writing as well as that of their classmates. • to write timed responses as well as long-term essays 	<ul style="list-style-type: none"> • take interim assessments/quizzes on short works or sections of longer works • take tests on major units and/or works • write long and short compositions of various types and purposes, including

<p>events and publications Continue preparations for the AP English Language & Composition Exam</p>	<p>audience? To what extent does an author's intention have to be taken into account when providing a critical interpretation? To what extent does a reader's personal interpretation and intentions have to be taken into account when providing a critical interpretation? How do persuasion and argument differ? What is bias? How does an author's life/culture/current events influence a piece of writing? How can seemingly dissimilar pieces of writing be in conversation with each other? What is the value of being able to draw connections between diverse, dissimilar and contradictory texts? Why read and write? How is critical reflective thinking applicable in other areas of life?</p>	<p>and papers.</p> <ul style="list-style-type: none"> • to synthesize various sources and use them to write a cogent response, employing both argument and counter-argument. • to perform "close readings" of various texts, annotating to find specific information and deeper meanings. • to perform college- level reading, writing, and analysis. • to respond to the three AP English Language writing prompts – synthesis, argument, and rhetoric. 	<p>the argument, rhetoric, and synthesis compositions required by the Advanced Placement guidelines</p> <ul style="list-style-type: none"> • complete close readings and rhetorical analyses of various texts, including speeches, letters, newspaper articles, essays, etc. • work in groups/pairs to gain understanding of texts and major concepts • take quizzes on rhetorical devices and techniques • prepare for the AP exam • write an effective research paper
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British Literature: Honors

Grade Level	12
Course Number	160
Subject Area	English Language Arts

Course Description

The honors level British Literature course is in-depth and fast-paced requiring more extensive reading and writing than outlined for the academic level course. Seniors electing this course will refine their critical reading and thinking skills through the analysis of classic to contemporary British works from all genres. An emphasis is placed on demonstrating above-average communication skills in the areas of speaking, listening, reading, viewing, writing, and presenting. Continued emphasis on developing stylistic maturity assists students in the writing of college essays and a required research paper.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping 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

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.)
8. (Not applicable to literature)

MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).

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

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.

Reading Standards for Informational Text

Key Ideas and Details

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.
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.
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.
<i>Craft and Structure</i>
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>
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.
8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards
<i>Text Types and Purposes</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> 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 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. 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. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.
f. 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).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. 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.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. 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).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).
<i>Production and Distribution of Writing</i>
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.)
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 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>
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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply <i>grades 11–12 Reading standards</i> 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”).
b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]”).
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
a. 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.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

<ul style="list-style-type: none"> c. 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. d. 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.
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.
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.
<i>Presentation of Knowledge and Ideas</i>
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.
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.
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 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<i>Knowledge of Language</i>
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. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<i>Vocabulary Acquisition and Use</i>
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.
Essential Questions
<p>How has the English language developed?</p> <p>What are the characteristics and qualities of epic poetry?</p> <p>What are the characteristics and qualities of heroes and leaders? How has the concept of the hero developed? What is the</p>

concept of legend in literature?

How does the literature reflect the culture and history of the time period from which it comes?

How does the literature relate to the unique life and experiences of people during the time period?

What connections can be made between the literature and our own lives?

What elements of the shared human experience (love, grief, humor, spirituality, morality, etc.) are present in the literature?

What are the characteristics and qualities of nonfiction?

What are the characteristics and qualities of the various developing genres within British literature, including drama, gothic literature, comedy, tragedy, mystery, satire, etc.?

How has the emergence of the female voice influenced British literature?

What overall impact have major historical, political, cultural, and social events had on literature?

In what way does literature document, criticize, and explore changes in history, politics, culture, and society?

Enduring Understandings

- To understand the origins of British culture and the English language
- To gain exposure to British authors and their writings
- To assimilate and disseminate appropriate information about an author
- To identify and appreciate poetic and literary devices
- To expand the concept of the hero and explore symbolic implications of the heroic contest
- To examine historical and cultural backgrounds of various time periods
- To study the development of British drama
- To study the terms, style, and techniques of satire
- To examine the importance of the essay
- To experiment with playwriting and acting
- To understand the shaping of plot, character, and setting
- To analyze the decisive impact of historical events and eras on British literature

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments/multi-media projects
- research papers
- projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Origins of the Language and Anglo-Saxon Literature: <i>Beowulf</i> , <i>Grendel</i> , various Anglo-Saxon poetry	How has the English language developed? What are the characteristics and qualities of epic poetry? What are the characteristics and qualities of a hero? How does the literature reflect the culture and history of the Anglo-Saxon time period?	<ul style="list-style-type: none"> • To trace the origins of British culture and the English language • To discover and evaluate the cultural values of the Anglo-Saxons • To examine and 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works

	How does the literature relate to the unique life and experiences of people during the Anglo-Saxon time period?	<p>apply epic criteria to <i>Beowulf</i></p> <ul style="list-style-type: none"> To identify and appreciate poetic devices To expand the concept of the hero and to explore symbolic implications of the heroic contest 	<ul style="list-style-type: none"> creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
The Medieval Period: <i>The Canterbury Tales</i> , <i>Sir Gawain and the Green Knight</i> , <i>Le Morte D'Arthur</i> , <i>Everyman</i> , <i>Saint George</i> <i>Mumming</i> , addition Medieval ballads, poems, works, etc.	<p>How does the literature reflect the culture and history of the Medieval time period?</p> <p>How does the literature relate to the unique life and experiences of people during the Medieval time period?</p> <p>What are the characteristics and qualities of heroes and leaders during the time period? How has the concept of a hero developed? What is the concept of legend in literature?</p> <p>What is the importance of religion in this time period? How has the transition from paganism to Christianity shaped the writing of the time period?</p> <p>What connections can be made between the Medieval time period and modern times?</p>	<ul style="list-style-type: none"> To examine the conceptual evolution of the hero To compare and contrast the heroes of Medieval times with those of other time periods and the present day To study the legend of Arthur To compare and contrast the epic hero with the Medieval hero To classify the feudal class structure characteristics of Medieval England To provide a general analysis plan applicable to any of <i>The Canterbury Tales</i> To study the style and poetic devices found in medieval ballads and lyrics 	<ul style="list-style-type: none"> quizzes and tests on major units and/or works open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
The Renaissance/Elizabethan Period: Shakespearean works including <i>A Midsummer Night's Dream</i> , <i>King Lear</i> , <i>The Merchant of Venice</i> , <i>Twelfth Night</i> , various sonnets	<p>How does the literature reflect the culture and history of the Renaissance/Elizabethan time period?</p> <p>How does the literature relate to the unique life and experiences of people during the Renaissance/Elizabethan time period?</p> <p>What are the characteristics and qualities of Shakespearean drama?</p> <p>What are the characteristics and qualities of comedy, tragedy, and romance?</p> <p>What elements of the shared</p>	<ul style="list-style-type: none"> To examine historical and cultural background of the Renaissance/Elizabethan Era To study the development of the English drama to the Renaissance/Elizabethan period To experiment with elements of drama such as acting, 	<ul style="list-style-type: none"> quizzes and tests on major units and/or works open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media

	human experience are present (love, grief, humor, spirituality, morality, etc.)? What connections can be made between the Renaissance/Elizabethan time period and modern times?	playwriting, etc. <ul style="list-style-type: none"> To examine the sonnet form in British poetry 	<ul style="list-style-type: none"> projects research papers / projects
The Neoclassical Period and Enlightenment: <i>A Journal of the Plague Year</i> , <i>Gulliver's Travels</i> , <i>A Modest Proposal</i> , various satirical works	How does the development of humor within this time period differ from previous time periods? What are the characteristics and qualities of satire? How can we compare and contrast elements of humor then and now? What are the characteristics and qualities of nonfiction?	<ul style="list-style-type: none"> To study the terms, style and techniques of satire To understand how satire works visually and verbally To interpret poetic satire To distinguish three types of satire: serious, social, and humorous To examine satire as a form of social criticism 	<ul style="list-style-type: none"> quizzes and tests on major units and/or works open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
The Romantic and Victorian Periods: <i>Pride and Prejudice</i> , <i>Sense and Sensibility</i> , <i>Jane Eyre</i> , <i>The Hound of the Baskervilles</i> , <i>Tess of the D'Urbervilles</i> , <i>The Importance of Being Earnest</i> , various poems	How does the literature reflect the culture and history of the Romantic and Victorian time periods? How does the literature relate to the unique life and experiences of people during the Romantic and Victorian time periods? What are the characteristics and qualities of the various developing genres, including gothic, comic, mystery, etc.? How has the emergence of the female voice influenced British literature?	<ul style="list-style-type: none"> To recognize Romanticism as a literary period in British literature, one that influenced all facets of British culture and history To analyze the development of the female voice within the genre To recognize elements and techniques of Romantic poetry To examine the rapid progress and sense of growth that characterized the Victorian Era, and recognize the social conditions of the time To make connections between the Romantic and Victorian Eras and our own 	<ul style="list-style-type: none"> quizzes and tests on major units and/or works open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
The Postwar and Modern Periods: <i>1984</i> ,	How does the literature reflect the culture and history of the Postwar	<ul style="list-style-type: none"> To gain exposure to contemporary 	<ul style="list-style-type: none"> quizzes and tests on major units and/or

<i>On the Beach, A Passage to India, And Then There Were None,</i> “The Loneliness of the Long Distance Runner,” various short stories, poems, essays	and Modern time periods? How does the literature relate to the unique life and experiences of people during the Postwar and Modern time periods? What overall impact did the major world conflicts of the twentieth century have on literature? In what way does literature document, criticize, and explore changes in history, politics, culture, and society?	British authors <ul style="list-style-type: none"> To understand differences in social class and political development and their impact on literature and writing To analyze the decisive impact of world conflict on Postwar and Modern literature To consider the issues of difficulty, ambiguity, and nonlinearity in Postwar and Modern literature 	works <ul style="list-style-type: none"> open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
Sadlier Oxford Vocabulary Workshop, Level G		<ul style="list-style-type: none"> To learn definitions of higher-level vocabulary terms To use terms in writing and be able to recognize them in reading 	<ul style="list-style-type: none"> quizzes and tests to assess knowledge of terms

British Literature: Academic

Grade Level	12
Course Number	161
Subject Area	English Language Arts

Course Description

This course includes the refinement of critical reading and thinking skills through the analysis of classic to contemporary British works from all genres. An emphasis is placed on demonstrating mastery of communication skills in the areas of speaking, listening, reading, viewing, writing, and presenting. Continued instruction in grammar usage and vocabulary assists students in the writing of post-graduate and college essays and a required research paper.

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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).

<i>Craft and Structure</i>
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.)
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.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<i>Integration of Knowledge and Ideas</i>
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.)
8. (Not applicable to literature)
MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).
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.
<i>Range of Reading and Level of Text Complexity</i>
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.
Reading Standards for Informational Text
<i>Key Ideas and Details</i>
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.
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.
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.
<i>Craft and Structure</i>
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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.
<i>Integration of Knowledge and Ideas</i>
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.
8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
<i>Range of Reading and Level of Text Complexity</i>
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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Writing Standards

<i>Text Types and Purposes</i>	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
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. <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
MA.3.A.	Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).
<i>Production and Distribution of Writing</i>	
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.)
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 on page 67.)
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.
<i>Research to Build and Present Knowledge</i>	
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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).
<i>Range of Writing</i>
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 Standards
<i>Comprehension and Collaboration</i>
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.
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.
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.
<i>Presentation of Knowledge and Ideas</i>
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.
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.
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 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
<i>Knowledge of Language</i>
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for

<p>meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<i>Vocabulary Acquisition and Use</i>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>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.</p>
Essential Questions
<p>How has the English language developed?</p> <p>What are the characteristics and qualities of epic poetry?</p> <p>What are the characteristics and qualities of heroes and leaders? How has the concept of the hero developed? What is the concept of legend in literature?</p> <p>How does the literature reflect the culture and history of the time period from which it comes?</p> <p>How does the literature relate to the unique life and experiences of people during the time period?</p> <p>What connections can be made between the literature and our own lives?</p> <p>What elements of the shared human experience (love, grief, humor, spirituality, morality, etc.) are present in the literature?</p> <p>What are the characteristics and qualities of nonfiction?</p> <p>What are the characteristics and qualities of the various developing genres within British literature, including drama, gothic literature, comedy, tragedy, mystery, satire, etc.?</p> <p>How has the emergence of the female voice influenced British literature?</p> <p>What overall impact have major historical, political, cultural, and social events had on literature?</p> <p>In what way does literature document, criticize, and explore changes in history, politics, culture, and society?</p>
Enduring Understandings
<ul style="list-style-type: none"> • To understand the origins of British culture and the English language • To gain exposure to British authors and their writings • To assimilate and disseminate appropriate information about an author • To identify and appreciate poetic and literary devices • To expand the concept of the hero and explore symbolic implications of the heroic contest • To examine historical and cultural backgrounds of various time periods • To study the development of British drama • To study the terms, style, and techniques of satire • To examine the importance of the essay • To experiment with playwriting and acting • To understand the shaping of plot, character, and setting • To analyze the decisive impact of historical events and eras on British literature
Evidence of Understanding
<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text

- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments/multi-media projects
- research papers
- projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Origins of the Language and Anglo-Saxon Literature: <i>Beowulf</i> , <i>Grendel</i> , various Anglo-Saxon poetry	<p>How has the English language developed?</p> <p>What are the characteristics and qualities of epic poetry?</p> <p>What are the characteristics and qualities of a hero?</p> <p>How does the literature reflect the culture and history of the Anglo-Saxon time period?</p> <p>How does the literature relate to the unique life and experiences of people during the Anglo-Saxon time period?</p>	<ul style="list-style-type: none"> • To trace the origins of British culture and the English language • To discover and evaluate the cultural values of the Anglo-Saxons • To examine and apply epic criteria to <i>Beowulf</i> • To identify and appreciate poetic devices • To expand the concept of the hero and to explore symbolic implications of the heroic contest 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
The Medieval Period: <i>The Canterbury Tales</i> , <i>Sir Gawain and the Green Knight</i> , <i>Le Morte D'Arthur</i> , <i>Everyman</i> , <i>Saint George</i> <i>Mumming</i> , addition Medieval ballads, poems, works, etc.	<p>How does the literature reflect the culture and history of the Medieval time period?</p> <p>How does the literature relate to the unique life and experiences of people during the Medieval time period?</p> <p>What are the characteristics and qualities of heroes and leaders during the time period? How has the concept of a hero developed?</p> <p>What is the concept of legend in literature?</p> <p>What is the importance of religion in this time period? How has the transition from paganism to Christianity shaped the writing of the time period?</p> <p>What connections can be made between the Medieval time period and modern times?</p>	<ul style="list-style-type: none"> • To examine the conceptual evolution of the hero • To compare and contrast the heroes of Medieval times with those of other time periods and the present day • To study the legend of Arthur • To compare and contrast the epic hero with the Medieval hero • To classify the feudal class structure characteristics of 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects

		<p>Medieval England</p> <ul style="list-style-type: none"> • To provide a general analysis plan applicable to any of <i>The Canterbury Tales</i> • To study the style and poetic devices found in medieval ballads and lyrics 	
<p>The Renaissance/Elizabethan Period: Shakespearean works including <i>A Midsummer Night's Dream</i>, <i>King Lear</i>, <i>The Merchant of Venice</i>, <i>Twelfth Night</i>, various sonnets</p>	<p>How does the literature reflect the culture and history of the Renaissance/Elizabethan time period?</p> <p>How does the literature relate to the unique life and experiences of people during the Renaissance/Elizabethan time period?</p> <p>What are the characteristics and qualities of Shakespearean drama?</p> <p>What are the characteristics and qualities of comedy, tragedy, and romance?</p> <p>What elements of the shared human experience are present (love, grief, humor, spirituality, morality, etc.)?</p> <p>What connections can be made between the Renaissance/Elizabethan time period and modern times?</p>	<ul style="list-style-type: none"> • To examine historical and cultural background of the Renaissance/Elizabethan Era • To study the development of the English drama to the Renaissance/Elizabethan period • To experiment with elements of drama such as acting, playwriting, etc. • To examine the sonnet form in British poetry 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<p>The Neoclassical Period and Enlightenment: <i>A Journal of the Plague Year</i>, <i>Gulliver's Travels</i>, <i>A Modest Proposal</i>, various satirical works</p>	<p>How does the development of humor within this time period differ from previous time periods?</p> <p>What are the characteristics and qualities of satire?</p> <p>How can we compare and contrast elements of humor then and now?</p> <p>What are the characteristics and qualities of nonfiction?</p>	<ul style="list-style-type: none"> • To study the terms, style and techniques of satire • To understand how satire works visually and verbally • To interpret poetic satire • To distinguish three types of satire: serious, social, and humorous • To examine satire as a form of social criticism 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open responses/paragraph responses • long essays to assess larger themes and/or major works • creative writing • journal writing, responding to personal or text-related prompts • multi-media projects • research papers / projects
<p>The Romantic and Victorian Periods: <i>Pride and Prejudice</i>, <i>Sense and Sensibility</i>, <i>Jane Eyre</i>, <i>The Hound of the</i></p>	<p>How does the literature reflect the culture and history of the Romantic and Victorian time periods?</p> <p>How does the literature relate to</p>	<ul style="list-style-type: none"> • To recognize Romanticism as a literary period in British literature, one that influenced 	<ul style="list-style-type: none"> • quizzes and tests on major units and/or works • open

<i>Baskervilles, Tess of the D'Urbervilles, The Importance of Being Earnest</i> , various poems	the unique life and experiences of people during the Romantic and Victorian time periods? What are the characteristics and qualities of the various developing genres, including gothic, comic, mystery, etc.? How has the emergence of the female voice influenced British literature?	all facets of British culture and history <ul style="list-style-type: none"> To analyze the development of the female voice within the genre To recognize elements and techniques of Romantic poetry To examine the rapid progress and sense of growth that characterized the Victorian Era, and recognize the social conditions of the time To make connections between the Romantic and Victorian Eras and our own 	responses/paragraph responses <ul style="list-style-type: none"> long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
The Postwar and Modern Periods: <i>1984, On the Beach, A Passage to India, And Then There Were None</i> , "The Loneliness of the Long Distance Runner," various short stories, poems, essays	How does the literature reflect the culture and history of the Postwar and Modern time periods? How does the literature relate to the unique life and experiences of people during the Postwar and Modern time periods? What overall impact did the major world conflicts of the twentieth century have on literature? In what way does literature document, criticize, and explore changes in history, politics, culture, and society?	<ul style="list-style-type: none"> To gain exposure to contemporary British authors To understand differences in social class and political development and their impact on literature and writing To analyze the decisive impact of world conflict on Postwar and Modern literature To consider the issues of difficulty, ambiguity, and nonlinearity in Postwar and Modern literature 	<ul style="list-style-type: none"> quizzes and tests on major units and/or works open responses/paragraph responses long essays to assess larger themes and/or major works creative writing journal writing, responding to personal or text-related prompts multi-media projects research papers / projects
Sadlier Oxford Vocabulary Workshop, Level G		<ul style="list-style-type: none"> To learn definitions of higher-level vocabulary terms To use terms in writing and be able to recognize them in reading 	<ul style="list-style-type: none"> quizzes and tests to assess knowledge of terms

The Literature and Legacy of Shakespeare: Honors

Grade Level	12
Course Number	164
Subject Area	English Language Arts

Course Description

No other writer in the English language has had an influence or legacy like William Shakespeare. The reading and understanding of his work are best approached through a creative and dynamic process. This course will focus not only on the works of Shakespeare themselves, but on Shakespeare's life, times, and relevance in our modern era. Topics in this course will include characteristics of Shakespeare's histories, tragedies, comedies, and poetry; historical and political controversies regarding Shakespeare's works; and understanding Shakespeare's language. A component will include viewing and critiquing theatrical and film adaptations of Shakespeare in order to emphasize that the works of Shakespeare are not meant to remain static on the page, but should be brought to life through performance.

Content Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<p><i>Craft and Structure</i></p>
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<p><i>Integration of Knowledge and Ideas</i></p>
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>
<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
<p>Writing Standards</p>
<p><i>Text Types and Purposes</i></p>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<ul style="list-style-type: none"> c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).</p>
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 9–10 on page 67.)</p>
<p>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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>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.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p><i>Comprehension and Collaboration</i></p>
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><i>Presentation of Knowledge and Ideas</i></p>
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to</p>

enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)
Language Standards
<i>Conventions of Standard English</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<i>Knowledge of Language</i>
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. <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<i>Vocabulary Acquisition and Use</i>
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
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.
Essential Questions
-- Why and how has Shakespeare's legacy been so enduring? --How has Shakespeare influenced the English language? --How has Shakespeare influenced other literature and contemporary culture? --What role do directors and performers play in the interpretation of Shakespeare? --Why is Shakespeare a controversial figure? --How did Shakespeare's education and historical time period influence his works? --What are the differences and similarities between Shakespeare's comedies, tragedies, and histories? --What do the works of Shakespeare have to teach us about humanity?
Enduring Understandings
Students will learn how to: <ul style="list-style-type: none"> • Write essays with a clear focus and to develop logically related ideas • Study Shakespeare's historical and contemporary context • Use self-developed questions, notes, and study skills • Formulate open-ended questions for means of research • Use a variety of strategies for reading and interpreting Shakespeare's language • Organize and participate in a variety of formal and informal classroom discussions • Select appropriate pre-, during and post-reading strategies to understand and respond critically to a variety of works

- by and relating to Shakespeare
- Obtain information using a variety of media and evaluate the quality of the information obtained
- Evaluate Shakespeare's presence in a variety of media
- Respond to a variety prompts in an informal journal
- Critique varying interpretations of dramatic works
- Apply a variety of reading strategies, particularly literal comprehension strategies appropriate for reading selections
- Analyze literary elements and their use in the works of Shakespeare
- Use a variety of strategies to read unfamiliar words and to build vocabulary
- Understand the differences and overlaps between genres of Shakespeare's dramatic works
- Utilize writing processes in a variety of forms
- Express and support responses to various types of literature
- Prepare, organize, and present literary interpretations, including traditional and contemporary performances of Shakespeare's works.

Evidence of Understanding

- interim assessments/quizzes on short works or sections of longer works
- tests on major units and/or works
- open-book assessments intended to show use of text
- work in groups/pairs
- multiple choice and sentence completion to show understanding of text
- open responses/paragraph responses to assess a single concept or brief text
- five paragraph essays to assess larger themes and/or major works
- narration, including retelling a short portion of text from another point of view
- creative writing
- journal writing, responding to personal or text-related prompts
- visual assessments, including artwork
- research papers
- projects
- performances, both live and recorded

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
The History and Language of Shakespeare	<ul style="list-style-type: none"> -How did Shakespeare's historical time period affect his writing and career? -What controversies exist regarding the authorship of Shakespeare's works? -What are the myths about Shakespeare? -Who and what influenced Shakespeare? -What are the keys to "translating" Elizabethan English? How is Shakespeare's language similar to and different from our own? 	<ul style="list-style-type: none"> -Explain the historical context of Shakespeare's plays and understand the essentials of Elizabeth drama. -Evaluate the arguments behind questions regarding Shakespeare's authorship of his works. -Separate fact from fiction regarding the life and times of Shakespeare. -Utilize strategies for understanding Shakespeare's language. -Recognize the influence the writing of Shakespeare has had on our modern lexicon. 	<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works

			<ul style="list-style-type: none"> • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
Shakespeare's Histories (may include <i>Julius Caesar</i> , <i>Antony and Cleopatra</i> , the <i>Henry</i> plays).	--How do Shakespeare's histories reflect or distort historical events? --How is nobility depicted in Shakespeare's histories and why? --Which personality types succeed, and which fail in Shakespeare's histories, and why?	-Analyze, interpret, and perform Shakespeare's language -Relate the plays' themes to current and historical events such as war, power struggles, dictatorships -Evaluate themes involving the essential good or evil of human character, human savagery, choice of leadership, foundations of civilization --Identify the effect of Shakespeare's own time period in his writing about the past. --Identify the use of soliloquy, dramatic irony, allusion, and other literary devices in the plays -Formulate parallels between plays- symbolic characters, thematic similarities, etc. -Explain the effect the performance of a work can have on its interpretation	<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
Shakespeare's Tragedies (may include <i>Hamlet</i> , <i>Othello</i> , <i>King Lear</i>).	-What makes a tragedy or tragic hero? -Is a character's behavior determined by fate or free will? -Can tragic heroes be sympathetic characters? -What criterion should be applied when struggling with decisions of conscience?	-Explain how the historic elements of tragedies present themselves in these plays and how these plays influence modern tragic stories -Analyze, interpret, and perform Shakespeare's language	<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text

		<ul style="list-style-type: none"> -Defend or condemn the thoughts, motivations, and actions of the play's major characters -Identify the use of soliloquy, dramatic irony, allusion, and other literary devices in the play -Formulate parallels between plays- symbolic characters, thematic similarities, etc. -Explain the effect the performance of a work can have on its interpretation 	<ul style="list-style-type: none"> • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects
Shakespeare's Comedies (may include <i>Twelfth Night</i> , <i>As You Like It</i> , <i>The Taming of the Shrew</i> , <i>The Merchant of Venice</i> , <i>The Tempest</i>)	<ul style="list-style-type: none"> --What are the elements of a comedy? - Are the "problem plays" really comedies? -What do these plays reveal about gender roles during Shakespeare's time? -How are those who are "different" treated in Shakespeare's works? 	<ul style="list-style-type: none"> --Explain how the Shakespearean romantic comedy has endured to influence our own modern imaginings. -Analyze, interpret, and perform Shakespeare's language. -Identify what these plays tell us about gender roles and what about Shakespeare's plays may have been conventional or unconventional. -Recognize which comedic elements may have been most appealing to Elizabethan audiences and which are more universal. -Defend or condemn the thoughts, motivations, and actions of the play's major characters -Identify the use of soliloquy, dramatic irony, allusion, and other literary devices in the play -Formulate parallels between plays- symbolic characters, thematic similarities, etc. -Explain the effect the performance of a work can 	<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments,

		have on its interpretation	including artwork <ul style="list-style-type: none"> • research papers • projects
Shakespeare's Poetry	-What are the obscurities surrounding the subject and/or audience of Shakespeare's sonnets? -What is the form of a Shakespearean sonnet? -How did Shakespeare incorporate poetry and songs in his plays? -Are Shakespeare's poems as important as his plays?	--Interpret and evaluate Shakespeare's sonnets. --Recognize the importance of poetry within Shakespeare's plays. --Discuss controversies raised by Shakespeare's poetry. --Identify the use of classic influence and literary devices within the poetry of Shakespeare. --Write poetry in the style of Elizabethan poets.	<ul style="list-style-type: none"> • interim assessments/quizzes on short works or sections of longer works • tests on major units and/or works • open-book assessments intended to show use of text • work in groups/pairs • multiple choice and sentence completion to show understanding of text • open responses/paragraph responses to assess a single concept or brief text • five paragraph essays to assess larger themes and/or major works • narration, including retelling a short portion of text from another point of view • creative writing • journal writing, responding to personal or text-related prompts • visual assessments, including artwork • research papers • projects

Standardized Test Preparation: Critical Reading & Writing: Academic

Grade Level	11
Course Number	820
Subject Area	English Language Arts

Course Description

This course is designed to help students maximize their performance on the verbal portion of standardized tests. The focus of the course will be on providing students with skills that they can utilize to maximize their performance on the SAT and ACT examinations. Students will be introduced to test-taking strategies that will assist them with taking a standardized test, and practice questions will be introduced and reviewed. Students will also be familiarized with the testing experience by taking sample tests and writing sample essays under circumstances that simulate those of an actual standardized test. Enrollment in this course may not be used toward the fulfillment of the graduation requirement that each student successfully complete four years of English. The course will be taught in an alternating semester format with “Standardized Test Preparation - Mathematics.”

Content Standards

Reading Standards for Literature

Key Ideas and Details

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.
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.
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

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.)
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.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Informational Text

Key Ideas and Details

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.
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.
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

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).
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.
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.

Range of Reading and Level of Text Complexity

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 Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from

<p>alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> b. 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. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>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.</p> <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).
<p><i>Production and Distribution of Writing</i></p>
<p>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.)</p>
<p>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 on page 67.)</p>
<p><i>Range of Writing</i></p>
<p>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.</p>
<p>Speaking and Listening Standards</p>
<p>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.</p>
<p><i>Presentation of Knowledge and Ideas</i></p>
<p>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.</p>
<p>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.</p>
<p>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 on page 67 for specific expectations.)</p>
<p>Language Standards</p>
<p><i>Conventions of Standard English</i></p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<p><i>Knowledge of Language</i></p>

<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><i>Vocabulary Acquisition and Use</i></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>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.</p>
<p>Essential Questions</p>
<ul style="list-style-type: none"> • What are the best options for college entrance exams? Why do I need to take a college entrance exam? • What is the SAT? What is the ACT? • What types of questions can I expect to see on the SAT and ACT exams? • What are some strategies to help me answer the different types of multiple choice questions? • What is process of elimination? How can using it help me improve my test scores? • How can I maximize my time on standardized tests? • What kind of writing is expected on the SAT? On the ACT? • How will my college entrance exams be graded?
<p>Enduring Understandings</p>
<p>Students will learn how to:</p> <ul style="list-style-type: none"> • understand the SAT primarily, and the ACT secondarily; learn the structure, format, and expectations • access the writing skills obtained from core English classes to use on the SAT and ACT critical reading and writing sections • implement test taking strategies to achieve optimal scores • remain focused in rigorous test-taking situations • determine what type of writing works best to respond to SAT and ACT prompts • practice writing based on SAT and ACT prompts from past exams • assess which standardized tests and scores are needed to gain entrance to the college(s) of their choice
<p>Evidence of Understanding</p>
<p>The students will:</p> <ul style="list-style-type: none"> • complete a Question of the Day, covering each of the different question types for the SAT and ACT • write practice SAT and ACT essays • take practice SAT and ACT exams • take vocabulary quizzes based on words most often encountered on standardized tests • create a profile on the College Board’s website • research different colleges and their entrance requirements

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Writing the SAT Essay	How do I respond in writing to a given prompt in 25 minutes? What style of writing is expected? How will my essay be graded? What strategies can I use to improve my writing?	<ul style="list-style-type: none"> To break down a writing prompt and find the essential question posed To formulate a response to the question and construct a valid thesis statement To cite appropriate evidence to support their thesis To understand what SAT readers look for when grading responses To plan, write, and edit an essay in a 25-minute period 	<ul style="list-style-type: none"> Learn SAT Essay Rubric components Plan/Write practice SAT Essays
The SAT Writing Multiple Choice Questions: Improving Sentences, Identifying Sentence Errors, Improving Paragraphs	How do I apply my knowledge of writing skills to the SAT Writing multiple choice questions? How can I increase my chances of choosing the correct answers? How do I determine which questions to skip in order to earn a higher score?	<ul style="list-style-type: none"> To use process of elimination (POE) effectively To recognize the different kinds of grammatical and mechanical errors included on the exam To maximize time and efficiency in test-taking 	<ul style="list-style-type: none"> Take grammar quizzes Complete Questions of the Day Take practice SAT multiple choice tests
The SAT Critical Reading Multiple Choice Questions: Sentence Completion and Reading Comprehension	What vocabulary terms do I need to know in order to do well on Sentence Completion questions? What kind of passages are included on the SAT Critical Reading section?	<ul style="list-style-type: none"> To read critically and annotate efficiently To recognize the different types of questions (main idea, vocabulary in context) asked on the SAT Critical Reading section To increase vocabulary comprehension and usage To use POE effectively To maximize time and efficiency in test-taking 	<ul style="list-style-type: none"> Take vocabulary quizzes Complete Questions of the Day Take practice SAT multiple choice tests
The ACT English, Reading, and Writing Tests	What is the ACT, and how is it different than the SAT? Which test is right for me?	<ul style="list-style-type: none"> To become familiar with the ACT English, Reading, and Writing tests, and the similarities 	<ul style="list-style-type: none"> Plan/Write practice ACT essays Take practice ACT multiple choice tests

		<p>and differences between the ACT and the SAT</p> <ul style="list-style-type: none">• To learn effective strategies for taking the ACT• To learn which skills can be used effectively on both tests	
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