

High School - English 11

North Boone CUSD 200

UNITS (4/4 SELECTED)

SUGGESTED DURATION

-  Unit 1: Ordinary Teenagers, Extraordinary Tales *30 lessons*
-  Unit 2: Human Struggles *30 lessons*
-  Unit 3: Facing our Fears *30 lessons*
-  Unit 4: The Importance of Place *30 lessons*

Unit 1: Ordinary Teenagers, Extraordinary Tales

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STANDARDS

Illinois Common Core - Grade 11-12 - English Language Arts

CCSS.ELA-Literacy.RL.11-12.1

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

CCSS.ELA-Literacy.RL.11-12.10

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.

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.W.11-12.3b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3a

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

CCSS.ELA-Literacy.W.11-12.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.L.11-12.1a

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Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1b
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
CCSS.ELA-Literacy.L.11-12.3a
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.SL.11-12.1a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.11-12.4b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.RI.11-12.1

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

CCSS.ELA-Literacy.RI.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.2

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.

CCSS.ELA-Literacy.RL.11-12.2

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

CCSS.ELA-Literacy.RL.11-12.4

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

CCSS.ELA-Literacy.SL.11-12.1

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

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PRIORITY STANDARDS

W	RI	RL	S&L
1	1,2,4	1,2,4	1
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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> <hr/> <p>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> <hr/> <p>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.</p>	<p>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> <hr/> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <hr/> <p>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</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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	(Include Shakespeare as well as other authors.)	meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
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Unit 1: Ordinary Teenagers, Extraordinary Tales

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand how reading and writing fiction interacts with real life experiences, how responses to stressful situations both in fiction and in life reveal human strengths and weaknesses.</p> <p>Students will understand how stories are structured to engage readers in a conflict, establish a logical sequence of events, and resolve conflicts in a way that showcase the human experience.</p>	<ul style="list-style-type: none"> • What do stories of stressful situations reveal about the best and worst of being an adolescent? • What does your "stream of consciousness" look like on the page? • How does a fictional character respond to life-changing news?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Narrative <ul style="list-style-type: none"> ◦ Stages <ul style="list-style-type: none"> ▪ Conflict ▪ Exposition ▪ Rising Action ▪ Climax ▪ Resolution ◦ Characters <ul style="list-style-type: none"> ▪ Appearance ▪ Characteristics ▪ Motivation ◦ Point of View <ul style="list-style-type: none"> ▪ First Person ▪ Third Person Omniscient ▪ Third Person Limited ◦ Dialogue <ul style="list-style-type: none"> ▪ Dialogue tags ▪ 5 Purposes ◦ Sensory Language 	<ul style="list-style-type: none"> • Write narratives <ul style="list-style-type: none"> ◦ Use narrative techniques • Write arguments <ul style="list-style-type: none"> ◦ Make inferences ◦ Analyze author's choices ◦ Analyze word choice ◦ Cite thorough text evidence • Write different types of sentences. • Participate in class and group discussions.

Unit 1: Ordinary Teenagers, Extraordinary Tales

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LEARNING PLAN

Learning Targets / Focusing Questions:

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Unit Resources:

- Savvas MyPerspectives - Unit 6 - Ordinary Lives, Extraordinary Tales
- Catcher in the Rye

Summary of Learning Activities:

- Read and Discuss Catcher in the Rye
- Read Model Short Stories:
 - Everyday Use
 - Everything Stuck to Him
 - The Leap

Unit 2: Human Struggles

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STANDARDS

Illinois Common Core - Grade 11-12 - English Language Arts

CCSS.ELA-Literacy.RL.11-12.1

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

CCSS.ELA-Literacy.RL.11-12.2

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

CCSS.ELA-Literacy.RL.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.1

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

CCSS.ELA-Literacy.RI.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.8

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).

CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

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accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.SL.11-12.4

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.

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PRIORITY STANDARDS

W	RI	RL	S&L
1	1,2,4,8	1,2,4	1
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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> <hr/> <p>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>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</p>	<p>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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>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</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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	multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
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Unit 2: Human Struggles

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand that humans have struggled throughout history to become more free, that the "road to rights" has been full of setbacks and victories. They will understand how individual people play a role in this human struggle.</p>	<ul style="list-style-type: none">• How do humans struggle to become more free?• What victories and setbacks have humans had in the struggle towards freedom and equal rights?• How do individual people help humans become more free and equal?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Informative Essay<ul style="list-style-type: none">◦ Thesis Statement◦ Evidence<ul style="list-style-type: none">▪ Relevance▪ Concrete▪ Facts▪ Statistics▪ Definitions▪ Quotations▪ Examples◦ Style<ul style="list-style-type: none">▪ Formal Style▪ Objective Tone▪ Varied Sentence Structures▪ Precise language▪ Technical vocabulary◦ Plagiarism	<ul style="list-style-type: none">• Write Informative Essays<ul style="list-style-type: none">◦ Use research process◦ Prewrite current understanding◦ Write clear, specific thesis statements◦ Find reputable sources◦ Evaluate sources strengths and limitations◦ Avoid Plagiarism◦ Integrate sources into writing• Write arguments<ul style="list-style-type: none">◦ Make inferences◦ Analyze author's choices◦ Analyze word choice◦ Cite thorough text evidence• Write different types of sentences.• Participate in class and group discussions.

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LEARNING PLAN

Learning Targets / Focusing Questions:

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Unit Resources:

- Savvas MyPerspectives Unit 3: Power, Protest, and Change
- A Separate Peace
- I Am Malala
- NoRedInk
- Zigzag Road to Rights
- Lincoln's Second Inaugural Address
- What to the Slave is the Fourth of July?

Summary of Learning Activities:

- Small Group Reading
 - A Separate Peace OR I Am Malala

Unit 3: Facing our Fears

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STANDARDS

Illinois Common Core - Grade 11-12 - English Language Arts

CCSS.ELA-Literacy.RL.11-12.1

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

CCSS.ELA-Literacy.RL.11-12.2

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

CCSS.ELA-Literacy.RL.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.1

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

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.8

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).

CCSS.ELA-Literacy.W.11-12.1

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

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and sufficient evidence.

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.SL.11-12.4

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.

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PRIORITY STANDARDS

W	RI	RL	S&L
1	1,2,4,8	1,2,4	1
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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>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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Determine the meaning</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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	<p>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>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Unit 3: Facing our Fears

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand that fear effects humans at an individual and societal level and that fear can have both positive and negative effects. Students will understand how to respond to fear positively and how to work in small groups in stressful situations.</p>	<ul style="list-style-type: none">• How does fear effect people individually and in groups of people?• How can people respond to fear positively?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Argument (Literary Analysis)<ul style="list-style-type: none">◦ Claim<ul style="list-style-type: none">▪ Precise Claim▪ logical organization◦ Reasoning<ul style="list-style-type: none">▪ Valid reasoning▪ Logical Syllogism▪ Logical Fallacy▪ Relevant and sufficient evidence◦ Research<ul style="list-style-type: none">▪ opposing positions▪ counterclaims▪ relevant and sufficient evidence◦ Concluding statement◦ Style<ul style="list-style-type: none">▪ Formal Style▪ Objective Tone▪ Varied Sentence Structures▪ Precise language	<ul style="list-style-type: none">• Write Arguments<ul style="list-style-type: none">◦ Make inferences from literary text◦ Analyze author's choices◦ Organize reasoning logically◦ Make precise claims◦ Organize reasoning logically◦ Use Research To Enhance Argument<ul style="list-style-type: none">▪ Use research process▪ Prewrite current understanding▪ Find reputable sources▪ Evaluate sources strengths and limitations▪ Avoid Plagiarism▪ Integrate sources into writing◦ Write different types of sentences◦ Participate in class and group discussions

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LEARNING PLAN

Learning Targets / Focusing Questions:

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Unit Resources:

- Savvas MyPerspectives - Unit 5: Facing Our Fears
- The Crucible

Summary of Learning Activities:

- Students work in small groups to role-play as colonial Americans in increasingly stressful situations while reading The Crucible. While reading, students analyze the play, evaluating character choices and write an argumentative text that both analyzes the Crucible and uses outside research on fear.

Unit 4: The Importance of Place

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STANDARDS

Illinois Common Core - Grade 11-12 - English Language Arts

CCSS.ELA-Literacy.RL.11-12.1

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

CCSS.ELA-Literacy.RL.11-12.2

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

CCSS.ELA-Literacy.RL.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.1

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

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.4

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

CCSS.ELA-Literacy.RI.11-12.8

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).

CCSS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

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accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.SL.11-12.4

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.

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PRIORITY STANDARDS

W	RI	RL	S&L
1	1,2, 4, 8	1, 2, 4	1
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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>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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Determine the meaning of words and phrases as they are used in the text,</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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	<p>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>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Unit 4: The Importance of Place

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
Students will understand how a person's environment shapes them. They will understand that individual experiences are shaped by their upbringing, as well as the values of their community.	<ul style="list-style-type: none">• How does place change people?• How have American authors use regional details and themes?• How does place shape your childhood?• What makes certain places live on in our memory?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Argument (Literary Analysis)<ul style="list-style-type: none">◦ Claim<ul style="list-style-type: none">▪ Precise Claim▪ logical organization◦ Reasoning<ul style="list-style-type: none">▪ Valid reasoning▪ Logical Syllogism▪ Logical Fallacy▪ Relevant and sufficient evidence◦ Research<ul style="list-style-type: none">▪ opposing positions▪ counterclaims▪ relevant and sufficient evidence◦ Concluding statement◦ Style<ul style="list-style-type: none">▪ Formal Style▪ Objective Tone▪ Varied Sentence Structures▪ Precise language	<ul style="list-style-type: none">• Write Arguments<ul style="list-style-type: none">◦ Make inferences from literary text◦ Analyze author's choices◦ Organize reasoning logically◦ Make precise claims◦ Organize reasoning logically◦ Use Research To Enhance Argument<ul style="list-style-type: none">▪ Use research process▪ Prewrite current understanding▪ Find reputable sources▪ Evaluate sources strengths and limitations▪ Avoid Plagiarism▪ Integrate sources into writing◦ Write different types of sentences◦ Participate in class and group discussions

Unit 4: The Importance of Place

High School - English 11 - Last Updated on June 8, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

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Unit Resources:

- Savvas MyPerspectives - Unit 4: Grit and Grandeur
- Into the Wild
- The Grapes of Wrath
- Short Stories & Poems
 - The Rockpile
 - The Notorious Jumping Frog of Calaveras County
 - The White Heron
 - The Latin Deli

Summary of Learning Activities:

- In small groups, students read either The Grapes of Wrath or Into the Wild, as well as selected short stories, exploring how places effects people. In addition, students explore their own sense of place by describing and researching their own surroundings. At the end of the unit, students will write an argumentative essay with examples of how place affects people both in real life and in fiction.