

# High School - Honors English 11

North Boone CUSD 200

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: Words That Shaped a Nation	<i>30 lessons</i>
 Unit 2: The Individual and Society	<i>30 lessons</i>
 Unit 3: Facing Our Fears	<i>30 lessons</i>
 Unit 4: Ordinary Lives: Extraordinary Tales	<i>30 lessons</i>

# Unit 1: Words That Shaped a Nation

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

## STANDARDS

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

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.11-12.8

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.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
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.

CCSS.ELA-Literacy.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.RI.11-12.7

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

CCSS.ELA-Literacy.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.

# Unit 1: Words That Shaped a Nation

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

CCSS.ELA-Literacy.SL.11-12.1c
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-Literacy.L.11-12.1a
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.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.L.11-12.4c
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.
CCSS.ELA-Literacy.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.4
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.WHST.11-12.2b
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

# Unit 1: Words That Shaped a Nation

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

## CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### PRIORITY STANDARDS

- 11-12 RI 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).
- 11-12 **RL/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*.
- 11-12: **RL/RI 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 provide a complex analysis; provide an objective summary of the text.*
- 11-12 **RL/RI 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.)*
- 11-12 **SP&L1**: 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.
- 11-12 W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

# Unit 1: Words That Shaped a Nation

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

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
•	• What is the meaning of freedom?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• The most effective tools for establishing and preserving freedom</li><li>• An author's central claim</li><li>• Valid and effective argumentative tools</li></ul>	<ul style="list-style-type: none"><li>• Read and evaluate arguments and nonfiction narratives, as well as informative essays.</li><li>• Understand how to use argumentative writing methods (ethos, pathos, logos).</li><li>• Write their own arguments, including researching, organizing, and clarifying ideas.</li></ul>

# Unit 1: Words That Shaped a Nation

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

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- What is the meaning of freedom?
  - Which statement is most compelling: the preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence?
  - Do narratives provide strong evidence to support arguments about American freedoms?
  - What are the most effective tools for establishing and preserving freedom?
  - How was freedom defined in the 18th century?
  - How do we define freedom as Americans living in the 21st century?

### Unit Resources:

- Savvas Realize MyPerspectives: Grade 11, Unit 1

### Summary of Learning Activities:

- A New Nation
- Declaration of Independence
- Preamble to the Constitution
- Bill of Rights
- Speech in the Convention
- The American Revolution: Visual Propaganda
- from The Interesting Narrative of the life of Olaudah Equiano
- Letter to John Adams
- from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters

## Unit 2: The Individual and Society

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

### 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.<br/><br/>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.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/>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.

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.9

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.

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.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.L.11-12.4d

## Unit 2: The Individual and Society

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

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).

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.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.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.1

Write arguments focused on discipline-specific content.

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

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

CCSS.ELA-Literacy.WHST.11-12.1b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.WHST.11-12.1c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.WHST.11-12.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.11-12.1e

Provide a concluding statement or section that follows from or supports the argument presented.

## Unit 2: The Individual and Society

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

### CCSS.ELA-Literacy.WHST.11-12.2b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### CCSS.ELA-Literacy.WHST.11-12.2c

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

### CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-Literacy.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### CCSS.ELA-Literacy.WHST.11-12.8

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

### CCSS.ELA-Literacy.RL.11-12.2

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

### CCSS.ELA-Literacy.RL.11-12.3

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

### 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.

## Unit 2: The Individual and Society

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

### PRIORITY STANDARDS

- 11-12 **RL/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.*
- 11-12: **RL/RI 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 provide a complex analysis; provide an objective summary of the text.
- 11-12 **RL/RI 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.)
- 11-12 **SP&L1**: 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.
- 11-12 **W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• What role does individualism play in American society?</li></ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• The motivations and ideas of the Lost Generation</li><li>• The influence of WWI on the Lost Generation</li><li>• How individualism shapes an entire generation</li><li>• How individual actions and ideas helped shape a nation</li></ul>	<ul style="list-style-type: none"><li>• Read and evaluate nonfiction narratives</li><li>• Read and evaluation fiction that reflections American Individualism of The Lost Generation</li><li>• Develop a deeper understanding of effective style choices, including identifying concrete and abstract ideas</li></ul>

## Unit 2: The Individual and Society

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

### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- What role does individualism play in American society?
  - How has my personal experience shaped my view of individualism?
  - Do I see it as a guiding principle, something to be avoided, or both?
  - When is it difficult to mark to the beat of a different drummer and stand on your own as an individual? What are the risks and rewards of nonconformity?
  - What significant incident helped me realize that I am a unique individual?

#### Unit Resources:

- Savvas Realize: My Perspectives, Grade 11, Unit 2

#### Summary of Learning Activities:

- The Great Gatsby, F. Scott Fitzgerald
- The Wasteland, T.S. Eliot - used in accordance with The Great Gatsby
- Leaves of Grass, Walt Whitman
- Song of Myself, Walt Whitman
- I Hear America Singing, Walt Whitman
- Walden, Henry David Thorough

## Unit 3: Facing Our Fears

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

### STANDARDS

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

##### 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.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.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

##### CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### CCSS.ELA-Literacy.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.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events

## Unit 3: Facing Our Fears

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

interact and develop over the course of the text.
CCSS.ELA-Literacy.RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-Literacy.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1a
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.11-12.1b
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.W.11-12.1c
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.11-12.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

## Unit 3: Facing Our Fears

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

with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### PRIORITY STANDARDS

- 11-12 **RL/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.*
- 11-12: **RL/RI 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 provide a complex analysis; provide an objective summary of the text.*
- 11-12 **RL/RI 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.)*
- 11-12 **SP&L1**: 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.
- 11-12 **W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

# Unit 3: Facing Our Fears

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

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Is it foolish to fear?</li></ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Understand the historical perspectives of early Massachusetts Bay colony and 1950's America/ Red Scare</li><li>• The parallels between Salem Witch hunts and McCarthyism</li><li>• Definitions of figurative language terms, word relationships, and nuances in word meaning</li><li>• How an author's choices impact and develop a story or drama</li></ul>	<ul style="list-style-type: none"><li>• Identify historical and modern day witch hunts and how these shift the culture and perspective of a population</li><li>• Define, identify, and create logical fallacies</li><li>• Identify the aspects of fear within a community: how a threat, whether nonexistent or real, appears to take on a life of its own</li></ul>

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- How do we respond when challenged by fear?
  - Could any of the characters in The Crucible have done more to end the hysteria in Salem?
  - Do people usually learn from their fear?
  - Is fear always a harmful emotion?

### Unit Resources:

- Savvas Realize MyPerspectives, Grade 11, Unit 5

### Summary of Learning Activities:

- Launch text, argumentative model: Is It Foolish to Fear?
- from Farewell to Manzanar
- Interview with George Takei
- Arthur Miller's The Crucible
- Erik Larson's The Devil in the White City (novel)

## Unit 4: Ordinary Lives: Extraordinary Tales

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

### STANDARDS

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

##### 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.11-12.1

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.11-12.3

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.L.11-12.1a

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.11-12.1

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

##### CCSS.ELA-Literacy.SL.11-12.1a

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

##### CCSS.ELA-Literacy.RL.11-12.5

## Unit 4: Ordinary Lives: Extraordinary Tales

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

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.

### PRIORITY STANDARDS

- 11-12 **RL/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.*
- 11-12: **RL/RI 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 provide a complex analysis; provide an objective summary of the text.*
- 11-12 **RL/RI 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.)*
- 11-12 **SP&L1**: 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.
- 11-12 **W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

# Unit 4: Ordinary Lives: Extraordinary Tales

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

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
•	• What do stories reveal about the human condition?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• How reading and writing fiction interacts with real life experiences</li><li>• How responses to stressful situations both in fiction and in life reveal human strengths and weaknesses</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Make inferences about human behavior, both in fiction and nonfiction texts</li><li>• Create arguments using valid reasoning and relevant and sufficient evidence</li><li>• Write about 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 provide a complex analysis</li></ul>

# Unit 4: Ordinary Lives: Extraordinary Tales

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

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- Why do people read short stories about the human experience?
- What do these short stories reveal about the human condition?
- Define the human condition
- How do stressful situations often reveal the best and worst in people?
- Identify stream-of-consciousness within narratives and produce your own SoC writing sample
- Are fictional characters realistic in how they respond to life-changing news?

### Unit Resources:

- Savvas Realize, My Perspectives, Grade 11, Unit 6

### Summary of Learning Activities:

- Everything Stuck to Him (in textbook)
- Hills Like White Elephants, Hemingway (pdf)
- Old Man at the Bridge, Hemingway (in textbook)
- The Short Happy Life of Francis Macomber, Hemingway (pdf)
- The Catcher in the Rye, J.D. Salinger (novel)