

Curriculum Camp
2007



**Anchorage School District
Language Arts Curriculum Guide**

Grade 11


American Literature and the World

- Moral Ambiguity: Good and Evil**

- Nature: Connections and Conflicts**

- Justice: Social and Economic**

- Expression: Voice and Vision**



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To educate all students for
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11th Grade LA Curriculum Semester 1-Unit 1		Moral Ambiguity: Good and Evil		
➤ Compelling literature explores the role of good and evil.		<ul style="list-style-type: none"> • What are good and evil? • How do early societal beliefs and practices about good and evil influence America today? • How do early Americans view good and evil in their religious experiences? • Where in society does the individual find the greatest conflict between good and evil? • How does the individual face and resolve conflict? • How does literature exemplify the conflicts and resolutions between self and others? • How does an individual's conflict with self resonate in American literature? • Are humans essentially good or evil? 		
Cross Curricular Connections				
Pacing	Knowledge and Skills	Performance Task Assessment (Example)	Literary Devices/Terms	Resources
<i>Estimated:</i> 8-9 Weeks	<p>Reading Focus: Drama and Prose Fiction</p> <p>Writing Focus: Persuasive Essay (comparison/contrast, interpretive)</p> <p>Grammar Focus: Direct and indirect Quotations Parallelism/ Consistency Paraphrasing w/ special attention to syntax Noun/ Verb and Pronoun/ Verb Participles (16 Usage Errors)</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Define theocracy and its role in American literature. • Compare/contrast the belief systems of early and modern Americans in literature. • Describe the moral ambiguity extant in 	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Admit/exit slips • Partner share with two minute conversation • Carousel activity • Thumbs up, thumbs down or thumbs to the side • Fast write (timed) • 3-5 question quiz • Summary paragraph (Sum It Up) • One-to-one conference • Review and respond to SBA scores • Class review and discussion 	<p>Allegory* Alliteration Allusion* Foreshadowing* Imagery* Irony* Metaphor Multiple meanings* Ambiguity* Parable* Personification* Repetition Simile Symbolism* Syntax Theme* Time sequence Tone* Tragedy</p> <p>* Required</p>	<p>Core Text (select one): <i>(Tragedies)</i> <i>Macbeth</i> <i>All My Sons</i> <i>Othello</i></p> <p>Supplementary Texts:</p> <p>Novels: <i>Ender's Game</i>, Card <i>Monster</i>, Myers <i>Speak</i>, Anderson <i>The Five People you Meet in Heaven</i>, Alborn <i>The Lovely Bones</i>, Sebald <i>Whale Talk</i>, Crutcher</p> <p>Short Stories: "The Minister's Black Veil," Hawthorne "The Woman who Fell From the Sky," Iroquois Creation Myth "A Hint of Explanation," Graham Greene</p>
<i>Actual:</i>				

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<p>Notes:</p>	<p>specific characters and works.</p> <ul style="list-style-type: none"> • Define social evil in American literature. • Identify the possible solutions to social/moral ambiguity found in American prose and poetry. • Identify specific characters whose conflict is with self and the sources of the conflicts. • Discuss what these conflicts and resolutions reveal about Americans. • Examine the conflicts with self that permeate American literature. <p>Performance Standards/Grade Level Expectations:</p> <p>Reading</p> <p>The student uses strategies to decode or comprehend the meaning of words in text by:</p> <ul style="list-style-type: none"> • [10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in <ul style="list-style-type: none"> ○ dialectical English (e.g., <i>Huck Finn</i>) ○ other languages adopted into English (pie a la mode) ○ idiomatic expressions 	<ul style="list-style-type: none"> • Vocabulary and Spelling • Multiple Choice Quizzes • Dialectical Logs • Learning Logs • Short and extended constructed response • Expressive Writing e.g., poetry, letters, editorials, drama, reflective essays, and/or newsletters. • Student/Teacher Conference <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Students will write a coherent composition with a thesis statement that is supported with textual evidence, well-developed paragraphs, transitions, and a conclusion. All evidence must be cited using MLA standards. (Required) • Students will choose an historical figure and write a well-researched 	<p>Essays:</p> <p>“Letters to F.D.R.,” Einstein “Sinners in the Hands of an Angry God,” Edwards</p> <p>Poetry:</p> <p>“When the Towers Fell,” Kinnell “The Rising,” Springsteen “Try to Praise the Mutilated World,” Zagajewski</p> <p><i>The Bible:</i> <i>Genesis</i> (The Fall of Man) <i>Job</i></p> <p>Websites: http://citationmachine.net/ http://owl.english.purdue.edu/workshops/pp/index.html</p> <p>Audiovisual (Audio books available at: http://media.asd.k12.ak.us)</p> <p>Movies: <i>Throne of Blood</i>, Kurosawa</p>
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	<p>(e.g., “it drives me up a wall”)*</p> <ul style="list-style-type: none"> ○ vernacular: that mode of expression relating to and characteristic of a period, place or group (e.g., “paint a picture”) (ASD) • [10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies* • [10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L) <p>The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:</p> <ul style="list-style-type: none"> • Making connections (e.g. text to self, text to text, and text to the world/others)* (ASD) <p>The student demonstrates understanding of main ideas/arguments by:</p> <ul style="list-style-type: none"> • [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or 	<p>biographical essay in which they cite evidence in defense of their opinion that this person is the epitome of good or evil. (Suggested)</p>		
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	<p>developing appropriate titles, generalizations, assertions)*</p> <ul style="list-style-type: none"> • [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* • [10] 4.3.8 Identifying the supporting symbolism and motifs (ASD) <p>The student analyzes and evaluates conventions and techniques used in genres by:</p> <ul style="list-style-type: none"> • [10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works • [10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)* • [10] 4.5.4 Identifying the specific type of irony: verbal, situational, dramatic (ASD) • [10] 4.5.6 Recognizing ambiguity and the multiple levels of interpretation 			
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inherent in multiple meanings (ASD)

The student analyzes and evaluates literary elements and devices by:

- [10] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, theme, and tone (identifying specific kinds of tone i.e., nostalgic didactic ironic sarcastic) (ASD)
- [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone*

The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:

- [10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*

The student connects themes by:

- [10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme or purpose*

The student connects and evaluates cultural influences/events by:

- [10] 4.9.1 Comparing and

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contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)

Writing

The student writes about a topic by:

- [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic, or quotation)*
- [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*
- [10] 4.1.4 Writing a conclusion that is bound to the introduction (Writing a conclusion that offers an original and thought-provoking approach to the thesis—ASD)

The student writes for a variety of

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	<p>purposes and audiences by:</p> <ul style="list-style-type: none"> • [10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe, persuade* • [10] 4.2.4 Writing research-based information and/or analysis in research projects or extended reports*(L) <p>The student documents sources by:</p> <ul style="list-style-type: none"> • [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing <u>sources using a standard method of documentation (e.g., MLA or APA style)* (L)</u> • [10] 4.5.2 MLA style documentation (ASD) 			
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“I don’t want to be a people’s doctor, and live by people’s diseases; not a minister to live by their sins; nor a lawyer to live by their quarrels. So I don’t see there’s anything left for me but to be an author.” Nathaniel Hawthorne

The United States themselves are essentially the greatest poem.” Walt Whitman

11th Grade LA Curriculum Semester 1- Unit 2		Nature: Connections and Conflicts		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> ➤ Relationships with nature shape perspectives. 		<ul style="list-style-type: none"> • Are humans part of the natural world or separate? • How do an individual’s beliefs about the natural world affect human behavior? In turn, how do these behaviors affect the natural world? • How do nature writers use landscapes as a springboard for revelation? • How do humans negotiate their place in nature? 		
Cross Curricular Connections:				
Pacing	Knowledge and Skills	Performance Task Assessment (Example)	Literary Devices/Terms	Resources
<p>Estimated: 8-9 Weeks</p> <p>Actual:</p>	<p>Reading Focus: Non-fiction, Prose Fiction, and Poetry</p> <p>Writing Focus: Creative Non-fiction and Observation Journals</p> <p>Grammar Focus: Traits of technical writing Colons and semicolons</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Show how the natural environment is an inherent part of a cultural knowledge base. • Explain how relationships with others affect one’s well-being. Interaction with the natural world provides a vital link for this understanding. • Discuss how creative non-fiction and poetry about the natural world are unique genres through which students engage in both the reading and writing process. • Develop an awareness of and appreciation for the relationships and processes of interaction of all elements in the world around them. 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Admit/exit slips • Partner share with two minute conversation • Carousel activity • Thumbs up, thumbs down or thumbs to the side • Fast write (timed) • 3-5 question quiz • Summary paragraph (Sum It Up) • One-to-one conference • Review and respond to SBA scores • Class review and discussion 	<p>Aphorisms Dichotomy Epiphany* Figurative Language* Imagery* Irony* Paradigm Shifts Paradox* Pastoral* Poetic Forms* Postmodernism Text Structure*</p> <p>* Required</p>	<p><u>Core Texts (select one):</u></p> <p><u>Novels:</u> <i>Into the Wild</i>, Krakauer <i>The Good Earth</i>, Pearl Buck <i>I Heard An Owl Call My Name</i>, Margaret Craven</p> <p><u>Transcendental Excerpts:</u> “Self-Reliance,” Emerson “Song of Myself,” Whitman “The Soul Selects Her Own Society,” Dickinson “Walden,” Thoreau</p> <p><u>Essays:</u> “Ain’t I a Woman,” Truth “I Am a Phenomenal Woman,” Angelou</p>

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

Notes:

Performance Standards/Grade Level Expectations:

Reading

The student uses strategies to decode or comprehend the meaning of words in text by:

- [10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*
- [10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple interpretations of words, e.g., “bolt:” cloth, rapid exit, lightening, gulping food, lock, etc. (ASD)

The student restates/summarizes and connects information by:

- [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*
- [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*

The student demonstrates understanding of main ideas/arguments by:

- [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*
- [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*
- [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)
- [10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)*
- [10] 4.3.8 Identifying the supporting symbolism and motifs (ASD)

The student analyzes and evaluates conventions and techniques used in genres by:

- [10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works
- [10] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)*
- [10] 4.5.4 Identifying the specific type of irony: verbal, situational, dramatic (ASD)

- Vocabulary and Spelling
- Observation journals
- Panel discussions
- Debate
- Cause and Effect paper
- Multiple Choice
- Short and extended constructed response
- Summaries and abstracts
- Annotated bibliography
- Original nature poetry

Summative:

(“...assessments that come at the end of a process or activity.” Marzano, 2006)

- Students will write a creative non-fiction piece including a bibliography in MLA format. (Required)
- Original nature poetry portfolio (Suggested)
- Position paper on natural resource stewardship. (Suggested)

Supplementary Texts:

Novels:

Ceremony, Silko
Fishcamp, Lord
I Heard the Owl Call My Name, Craven
Never Cry Wolf, Mowat
Pilgrim at Tinker Creek, Dillard
The Good Earth, Buck
The Moonlight Chronicles, Price
When the Legends Die, Borland

Non-fiction:

A Walk in the Woods, Bryson
A Sand County Almanac, Leopold
A Short History of Everything, Bryson
The Man Made of Words, Momaday
Travels with Charlie, Steinbeck
Into Thin Air, Krakauer

Websites:

www.litsite.alaska.edu
www.bartleby.com

The student analyzes and evaluates literary elements and devices by:

- [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone*

The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:

- [10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*
- **The student connects themes by:**
- [10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme or purpose*
- [10] 4.8.4 Recognizing the intentional manipulation of statistics to foster auspicious reasoning (ASD)

Writing

The student writes about a topic by:

- [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronological order, order of importance, comparison and contrast, cause and effect classification and definition) using a variety of transitional words and phrases*
- [10] 4.1.4 Writing a conclusion that is bound to the introduction (Writing a conclusion that offers an original and thought-provoking approach to the thesis—ASD)

The student writes for a variety of purposes and audiences by:

- [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L)
- [10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade*
- [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)

The student revises writing by:

- [10] 4.4.8 Refining word choice in order to paint a picture with words (ASD)

The student documents sources by:

- [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style)* (L)
- [10] 4.5.2 MLA style documentation (ASD)

Audiovisual

(Audio books available at:
<http://media.asd.k12.ak.us>)

“To live is so startling; it leaves but little room for the other occupations.” Emily Dickinson

"We live our lives like chips in a kaleidoscope, always part of patterns that are larger than ourselves and somehow more than the sum of their parts." Salvadore Minuchin

"At 18 our convictions are hills from which we look; at 45 they are the caves in which we hide." F. Scott Fitzgerald

11th Grade LA Curriculum Semester 2 Unit 3		Justice: Social and Economic		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> American literature chronicles struggles and creates change in society. 		<ul style="list-style-type: none"> What is oppression and what are some of the root causes? How are prejudice and bias created? How do we overcome them? What are social justice and economic justice? What are the responsibilities of the individual in regard to issues of social justice? What is the relationship between social and economic justice and how does American literature show that relationship? From where does power come/derive? 		
Cross Curricular Connections:				
Pacing	Knowledge and Skills	Performance Task Assessment	Literary Devices/Terms	Resources
Estimated: 8-9 Weeks	<p>Reading Focus: Fiction and Non-fiction Prose</p> <p>Writing Focus: Position Paper Timed writing</p> <p>Grammar Focus: commas apostrophes prepositions/ prepositional phrases</p> <p>The student will:</p> <ul style="list-style-type: none"> Identify issues of social and economic justice and their portrayals in American literature. Discuss how genre influences content and style. Examine the relationships among tone, style, voice, and audience. Recognize the role literature plays in initiating 	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> Admit/exit slips Partner share with two minute conversation Carousel activity Thumbs up, thumbs down or thumbs to the side Fast write (timed) 3-5 question quiz Summary paragraph (Sum It Up) One-to-one 	<p>Audience</p> <p>Author's Purpose</p> <p>Bias*</p> <p>Connotation*</p> <p>Cultural Influences</p> <p>Denotation*</p> <p>Diction*</p> <p>Dystopia/Utopia</p> <p>Imagery*</p> <p>Inference*</p> <p>Nuance</p> <p>Parody</p> <p>Propaganda *</p> <p>Rhetorical Devices*</p> <p>Satire*</p> <p>Style *</p>	<p>Core Texts (select one): <i>Nickel and Dimed</i>, Ehrenreich <i>Black Boy</i>, Wright Excerpts only <i>Brave New World</i> <i>Snow Falling on Cedars</i>, Guterson</p> <p>Supplementary Texts: Novels: <i>Native Son</i>, Wright 1984, Orwell <i>Fahrenheit 451</i>, Bradbury <i>A Room of One's Own</i>, Woolf <i>Cat's Cradle</i>, Vonnegut <i>On Animal Liberation</i>, Singer</p>
Actual:				

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<p>Notes:</p>	<p>societal change.</p> <ul style="list-style-type: none"> • Detect bias. • Identify propaganda techniques and rhetorical strategies. <p>Performance Standards/Grade Level Expectations:</p> <p>Reading</p> <p>The student uses strategies to decode or comprehend the meaning of words in text by:</p> <ul style="list-style-type: none"> • [10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple interpretations of words, e.g., “bolt:” cloth, rapid exit, lightening, gulping food, lock, etc. (ASD) <p>The student restates/summarizes and connects information by:</p> <ul style="list-style-type: none"> • [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text • (e.g., why is the information in the chart included), across texts or other summarized information* <p>The student demonstrates understanding of main ideas/arguments by:</p> <ul style="list-style-type: none"> • [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)* • [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details* • [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts* • [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) • [10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)* • [10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)* <p>The student analyzes and evaluates conventions and techniques used in genres by:</p> <ul style="list-style-type: none"> • [10] 4.5.7 Recognizing satire and the object of the satire in 	<ul style="list-style-type: none"> • conference • Review and respond to SBA scores • Class review and discussion • Vocabulary and spelling • Write a policy statement, e.g., family, school, community, club, team, state or nation • Multiple Choice Quizzes • Dialectical Logs • Learning Logs • Short and extended constructed response • Impromptu speech <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Students will identify an issue, research that issue, consider the fairness and equity issues involved, and present a persuasive case for action. The final product may be oral (oration, panel presentation, Socratic seminar, 	<p>Syntax* Tone*</p> <p>* Required</p>	<p><i>The Kite Runner</i>, Hosseini Excerpts only <i>The Bell Jar</i>, Plath <i>The Color Purple</i>, Walker <i>The Lone Ranger and Tonto Fistfight in Heaven</i>, Alexie Excerpts only <i>Three Guineas</i>, Woolf <i>Obasan</i>, Kogawa <i>Song of Solomon</i>, Tony Morrison <i>One Hundred Years of Solitude</i>, Marquez Drama: <i>The Night Thoreau Spent in Jail</i></p> <p>Non-fiction: “I Will Fight No More Forever,” Chief Joseph “A Modest Proposal,” Swift “On Civil Disobedience,” Thoreau “U.S. Declaration of Independence,” <i>Angela’s Ashes</i>, McCourt <i>Fast Food Nation</i>, Schlosser <i>The Hours After: Letters of Love and Longing in War’s Aftermath</i>, Klein and Klein</p> <p>Poetry: “Jasper, Texas, 1998,” Clifton “Steps,” Nye “Still I Rise,” Angelou “Telephone Conversation,” Soyinka</p>
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<p>a piece (ASD)</p> <p>The student analyzes and evaluates literary elements and devices by:</p> <ul style="list-style-type: none"> • [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone* <p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:</p> <ul style="list-style-type: none"> • [10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L) • [10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence* <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author’s theme or purpose* • [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (e.g. in reading <i>Of Mice and Men</i> students can relate the theme of the misfits role in society to that of the pariah in school culture (ASD)) * • (L) • [10] 4.8.4 Recognizing the intentional manipulation of statistics to foster auspicious reasoning (ASD) <p>The student connects and evaluates cultural influences/events by:</p> <ul style="list-style-type: none"> • [10] 4.9.3 Extrapolating from text related bias towards to that bias in school culture and community (ASD) <p><u>Writing</u></p> <p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic, quotation)* • [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement grouping ideas logically within the paragraph, placing paragraph breaks logically* • [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronological order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases* • [10] 4.1.4 Writing a <u>conclusion that is bound to the</u> 	<p>collaborative dialogue) or written (letter to the editor, essay). (Required)</p> <ul style="list-style-type: none"> • Close Reading on three articles • Write a timed essay. (Suggested) 	<p><u>Authors:</u></p> <p>Carson, Rachel Chomsky, Noam DeBeauvoir, Simone Goodall, Jane Hobbes Hooks, bell Keillor, Garrison Locke, John Machiavelli Malcom X Montesquieu Paine, Thomas Truth, Sojourner Woolf, Virginia</p> <p><u>Music:</u></p> <p>Chapman, Tracy Springsteen, Bruce Bragg, Billy</p> <p><u>Other Media:</u></p> <p><i>The Simpsons</i>, Groening <i>Minimum Wage</i>, Morgan Sperlock</p> <p><u>Websites:</u></p> <p>www.aclu.org/ www.gutenberg.org/ www.povertyinamerica.psu.edu</p>
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

	<p><u>introduction</u> (Writing a conclusion that offers an original and thought-provoking approach to the thesis—ASD)</p> <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [10] 4.2.5 Analyzing possible revisions for a target sentence (ASD) • [10] 4.2.6 Writing with strong organization that omits off-topic sentences (ASD) • [10] 4.2.7 Editing to improve style, word choice, sentence variety, and subtly of meaning in relation to the purpose and the audience (ASD) • [10] 4.2.8 Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement (ASD) • The student documents sources by • [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing <u>sources using a standard method of documentation (e.g., MLA or APA style)*</u> (L) • [10] 4.5.2 MLA style documentation (ASD) 			<p><u>Audiovisual</u> (Audio books available at: http://media.asd.k12.ak.us)</p>
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"Our high respect for a well read person is praise enough for literature." T. S. Eliot

"We live as we dream—alone." Joseph Conrad

"Every man's memory is his private literature." Aldous Huxley

"In a very real sense, people who have read good literature have lived more than people who cannot or will not read." S.I. Hayakawa

11th Grade LA Curriculum Semester 2 Unit 4		Expression: Voice and Vision		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> Human beings construct meaning about the world and influence the beliefs of others through critical inquiry and artistic and creative expression. 		<ul style="list-style-type: none"> Why do human beings need to express themselves creatively? How does the form of expression influence the message/meaning conveyed? How do individuals' experiences influence their artistic expression? What is the role of artists in a community? What responsibilities do they have? How do artists influence culture? How can I creatively express my own beliefs? 		
Cross Curricular Connections:				
Pacing	Knowledge and Skills	Performance Task Assessment	Literary Devices/Terms	Resources
<p>Estimated: 8-9 Weeks</p> <p>Actual:</p>	<p>Reading Focus: Prose Fiction, Drama, and Poetry</p> <p>Writing Focus: Research Writing</p> <p>Grammar Focus: Conjunctions Interjections</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> Evaluate the effects of an author's life and experience on his or her work. Explain the importance of artistic expression to the individual. Analyze the effect of form and genre on the message of the work. Define the role of artist in society. Analyze the effects of creative expression on culture. Express a personal belief through creative expression. 	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> Admit/exit slips Partner share with two minute conversation Carousel activity Thumbs up, thumbs down or thumbs to the side Fast write (timed) 3-5 question quiz Summary paragraph (Sum It Up) One-to-one conference Review and respond to SBA 	<p>Alienation*</p> <p>Audience*</p> <p>Biography*</p> <p>Classicism</p> <p>Counterculture</p> <p>Existentialism</p> <p>Form*</p> <p>Grotesque*</p> <p>Humanities</p> <p>Hyperbole*</p> <p>Impressionism</p> <p>Purpose*</p> <p>Rhythm</p> <p>Romanticism</p> <p>Speaker*</p> <p>Unity</p> <p>*Required</p>	<p>Core Texts (select one):</p> <p>Novels: <i>The Catcher in the Rye</i>, Salinger <i>The Metamorphosis</i>, Kafka <i>The Secret Sharer</i>, Conrad <i>The Stranger</i>, Camus <i>Fahrenheit 451</i>, Bradbury</p> <p>Supplementary Texts:</p> <p>Novels: <i>The Bell Jar</i>, Plath <i>One Hundred Years of Solitude</i></p> <p>Short Stories: "Bartleby," Melville "Penal Colony," Kafka</p>

<p>Notes:</p>	<ul style="list-style-type: none"> Interpret, appreciate, and evaluate film, music, and other artistic media. <p>Performance Standards/Grade Level Expectations:</p> <p>Reading</p> <p>The student analyzes and evaluates literary elements and devices by:</p> <ul style="list-style-type: none"> [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone* <p>Writing</p> <p>The student writes about a topic by:</p> <ul style="list-style-type: none"> [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)* [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically* [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronological order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases* [10] 4.1.4 Writing a conclusion that is bound to the introduction (Writing a conclusion that offers an original and thought-provoking approach to the thesis—ASD) <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> [10] 4.2.4 Writing research-based information and/or analysis in research projects or extended 	<ul style="list-style-type: none"> scores Class review and discussion Vocabulary and Spelling Film review Original short story Multimedia presentation Soundtrack for student’s life with justifications Hotlists Written or oral report on an artist Podcasts Statement of belief <p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> Student will identify and research a question, and present the findings in a formal research paper of at least 2000 words in MLA format. (Required) Select a “Visionary” Research Project (Required) 	<p>“Points of View: Ed. Moffitt</p> <p>Plays: “No Exit,” Sartre “The Effect of Gamma Rays on Man-in-the-Moon Marigolds,” Zindel</p> <p>Poetry: <i>The Rose that Grew from Concrete</i>, Shakur</p> <p>Websites: www.gutenberg.org/ www.moma.org/ “Technological Literary” notestar.4teachers.org</p> <p>Audiovisual (Audio books available at: http://media.asd.k12.ak.us)</p> <p>Films: <i>Bigfish</i> <i>Whale Rider</i> <i>What Dreams May Come</i></p>
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	<ul style="list-style-type: none"> reports*(L) • [10] 4.2.5 Analyzing possible revisions for a target sentence (ASD) • [10] 4.2.6 Writing with strong organization that omits off-topic sentences (ASD) • [10] 4.2.7 Editing to improve style, word choice, sentence variety, and subtly of meaning in relation to the purpose and the audience (ASD) • [10] 4.2.8 Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement (ASD) • The student revises writing by • [10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)* • [10] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* • (L) The student documents sources by: • [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by <u>citing sources using a standard method of documentation</u> (e.g., <u>MLA or APA style</u>)* (L) • [10] 4.5.2 MLA style documentation (ASD) 			
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