### UNIT 1: BUILDING A FOUNDATION

**Unit Overview:**

**Overarching Essential Question(s):** How does language shape/reflect society? What makes American literature American?

**Suggested Time Frame:** Quarter One

### STANDARDS (READING LITERATURE)

#### 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.

**SKILLS**
- Recognize the text’s explicit message
- Cite textual evidence that most strongly supports the text’s message
- Draw logical inferences from the text
- Determine where a text leaves matters uncertain

#### 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.

**SKILLS**
- Identify 2 or more themes or central ideas
- Examine the theme or central idea’s development and how they interact
- Summarize texts without including personal opinion

#### 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).

**SKILLS**
- Examine and explain the author’s purpose behind his/her choices of plot, character, and theme
- Identify and explain how the author makes choices that advance the elements of a story or drama

#### 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.)
SKILLS
- Determine word/phrase meaning, including figurative language, connotative language/meaning, and technical meaning
- Analyze the meaning and tone of the entire text
- Determine and explain how the formal/informal tone impacts the setting
- Determine and explain the impact of specific word choices on meaning and tone
- Examine and analyze artistry of language

STANDARDS (READING INFORMATIONAL TEXT)

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.

SKILLS
- Recognize the text’s explicit message
- Thoroughly cite textual evidence that most strongly supports the text’s explicit message
- Draw logical inferences from the text
- Determine where text leaves matters uncertain and more information is required

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.

SKILLS
- Identify 2+ central ideas
- Examine the central ideas’ development and how they interact
- Summarize text without including personal opinions

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

SKILLS
- Examine how an author develops a text including:
  - Order of complex ideas or sequence of events
  - Introduction and development of complex ideas or events
  - Relationship between complex ideas or events

RI.11-12.4 Determine the meaning of words and phrases as they are used in the 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).

SKILLS
- Determine word/phrase meaning INCLUDING:
  - Figurative, connotative and technical language/meaning
  - Analyze how an author uses and clarifies the meaning of key terms throughout a text.
STANDARDS (WRITING)

Informational/Explanatory Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SKILLS

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

SKILLS

- Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
STANDARDS (SPEAKING/LISTENING)

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues building on other’s ideas and expressing their own clearly and persuasively.
   a) Come to discussion prepared having read and researched materials under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue, clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SKILLS

Prepare in advance for discussions:
   • Read/research materials for discussion
   • Identify evidence in materials
   • Generate questions about topic, text or issues
   • Set expectations as a group for goals and deadlines, and group making procedures
   • Understand individual role for discussion

During discussion:
   • Works with peers to promote civil, Democratic discussion
   • Refer to evidence on topic, text, or issue
   • Build on the comments and questions of other group members, resolving contradictions when possible
   • Pose questions probing reasoning and evidence
   • Respond to probing questions with evidence
   • Clarify, verify, or challenge ideas and conclusions
   • Promote the hearing of divergent and creative perspectives
   • Respond thoughtfully to diverse perspectives
   • Use evidence to stimulate exchange of ideas

During and/or After discussion:
   • Synthesize multiple perspectives on the topic, text, or issue through reflection and paraphrasing
   • Determine what additional information or research is required

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.
STANDARDS (LANGUAGE)

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SKILLS
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed.

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

SKILLS
- Observe hyphenation conventions.
- Spell correctly.

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

SKILLS
- Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meaning or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
**UNIT 2: DEFINING the AMERICAN IDENTITY**

**Unit Overview:**

**Overarching Essential Question(s):** How do writers use language to challenge us – to define who we are as a country? How does one change a mind?

**Suggested Time Frame:** Quarter Two

### STANDARDS (READING LITERATURE)

**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.

**SKILLS**
- Determine and explain the structure of a specific part of a text and how it contributes to the overall meaning and aesthetic impact

**RL.11-12.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### STANDARDS (READING INFORMATIONAL TEXT)

**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.

**SKILLS**
- Determine/explain in detail how an author’s ideas are clarified through the author’s choice of text structure
- Evaluate the effectiveness of the author’s choice of text structure

**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.

**SKILLS**
- Identify author’s point of view or purpose in a text with effective rhetoric
- Examine how the author’s style and content enhance the text’s:
  - Power
  - Persuasiveness
  - Beauty

**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.

**SKILLS**
- Evaluate the information presented in various media (visual, quantitative, spoken, and written, etc.)
- Synthesize multiple sources (in various formats) to address a question or solve a problem (a prompt)
**STANDARDS (WRITING)**

**Argument Writing**

**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.

**SKILLS**
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

**STANDARDS (SPEAKING/LISTENING)**

**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, alternate 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.

**SKILLS**
- Present information, findings, and supporting evidence conveying a clear, distinct perspective and line of reasoning to the audience.
- Address alternate or opposing viewpoints.
- Select organization, development, substance, and styles appropriate to purpose, audience, and both formal and informal tasks.

**STANDARDS (LANGUAGE)**

**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.
## UNIT 3: DISILLUSIONMENT, DEFIANCE, AND DISCONTENT

### Unit Overview:

**Overarching Essential Question(s):** How does literature create change? Why do literary works so frequently express discontent?

**Suggested Time Frame:** Quarter Three

### Standards (Reading Literature)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td><strong>RL.11-12.7</strong></td>
<td>Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</td>
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<tr>
<td><strong>SKILLS</strong></td>
<td>Analyze multiple interpretations of a source text, Evaluate the interpretation(s) of a source text</td>
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<tr>
<td><strong>RL.11-12.9</strong></td>
<td>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.</td>
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<td><strong>SKILLS</strong></td>
<td>Identify and explain recurring themes and concepts from the same time period within various works of American literature.</td>
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### Standards (Reading Informational Text)

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<tr>
<td><strong>RI.11-12.8</strong></td>
<td>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., <em>The Federalist</em>, presidential addresses).</td>
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<tr>
<td><strong>SKILLS</strong></td>
<td>Identify and evaluate the arguments, claims, and reasoning in specific U.S. documents (government and court texts), Apply constitutional principles (U.S. Constitution) to current U.S. Supreme Court opinions, Identify and evaluate the premises, purposes, and arguments in works of public concern (presidential addresses)</td>
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<tr>
<td><strong>RI.11-12.9</strong></td>
<td>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.</td>
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<tr>
<td><strong>SKILLS</strong></td>
<td>Determine and explain the historical and literary significance of specific U.S. texts, including the author’s purpose and rhetorical features, Compare and contrast themes, purposes, and concepts within significant U.S. texts</td>
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STANDARDS (WRITING)

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

SKILLS
- Use the research process to answer a specific question or solve a problem
- Generate, narrow, broaden, and revise the research questions when necessary
- Synthesize multiple sources to answer the research question
- Demonstrate understanding of the subject

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

SKILLS
- Gather multiple and credible print and digital sources.
- Use advanced research methods and searches proficiently.
- Assess the credibility and usefulness of sources in responding to a specific inquiry task, purpose, and audience.
- Integrate paraphrased information seamlessly
- Embed quotations to maintain flow of syntax and ideas.
- Avoid plagiarism and follow MLA format for citations.
- Avoid overreliance on any one source

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

SKILLS
- Write over extended time periods on a regular basis (process papers, research, reflection, revision).
- Write during short time periods (timed writings, writing-to-learn) on a regular basis.
- Write for various tasks, purposes, and audiences.

STANDARDS (SPEAKING/LISTENING)

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
**SL.11-12.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

**STANDARDS (LANGUAGE)**

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

<table>
<thead>
<tr>
<th>ORGANIZING THEME / TOPIC</th>
<th>FOCUS STANDARDS &amp; SKILLS</th>
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<tr>
<td><strong>UNIT 4: MODERN VOICES, NEW FRONTIERS</strong></td>
<td><strong>STANDARDS (READING LITERATURE)</strong></td>
</tr>
<tr>
<td><strong>Unit Overview:</strong></td>
<td><strong>RL.11-12.10</strong> 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.</td>
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<tr>
<td><strong>Overarching Essential Question(s):</strong> Where does my voice fit? What is the future of American literature?</td>
<td><strong>STANDARDS (READING INFORMATIONAL TEXT)</strong></td>
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<td><strong>Suggested Time Frame:</strong> Quarter Four</td>
<td><strong>RI.11-12.10</strong> 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.</td>
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<td><strong>STANDARDS (WRITING)</strong></td>
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<td><strong>W.11-12.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<td><strong>SKILLS</strong></td>
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<td>• 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.</td>
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<tr>
<td></td>
<td>• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
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• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

SKILLS
• Use the research process to answer a specific question or solve a problem
• Generate, narrow, broaden, and revise the research questions when necessary
• Synthesize multiple sources to answer the research question
• Demonstrate understanding of the subject

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

SKILLS
• Gather multiple and credible print and digital sources.
• Use advanced research methods and searches proficiently.
• Assess the credibility and usefulness of sources in responding to a specific inquiry task, purpose, and audience.
• Integrate paraphrased information seamlessly
• Embed quotations to maintain flow of syntax and ideas.
• Avoid plagiarism and follow MLA format for citations.
• Avoid overreliance on any one source

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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<tr>
<td><strong>SL.11-12.2</strong> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
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<tr>
<td><strong>SKILLS</strong></td>
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<tr>
<td>• Integrate information from multiple sources of information in diverse media or formats to:</td>
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<tr>
<td>○ Make informed decisions</td>
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<td>○ Solve problems</td>
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<tr>
<td>○ Evaluate the credibility and accuracy of each source and note data discrepancies</td>
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<tr>
<td><strong>SL.11-12.5</strong> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
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<td><strong>SL.11-12.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 11-12 Language standards 1 and 3 for specific expectations.)</td>
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<td><strong>L.11-12.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td><strong>SKILLS</strong></td>
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<tr>
<td>• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
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<td>• Analyze nuances in the meaning of words with similar denotations.</td>
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