

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ENGLISH 11 Grade 11 English Department

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Grade 11 Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals	5
Course Enduring Understandings	12
Course Essential Questions	12
Course Knowledge & Skills	13
Course Syllabus	15
Unit 1: The United States' Roots	17
Unit 2: A Survey of the American Experience	20
Unit 3: Rebellion, Civil Disobedience, and Social Justice	24
Unit 4: The Search for Self	27
Course Credit	29
Prerequisites	29
Assured Student Performance Rubrics	29
Appendix	42

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Certain attitudes, beliefs, and values are uniquely American. By studying American literature, students will learn the heritage of America, which will help to create an understanding of how that heritage has shaped the America of today. By examining these attitudes, beliefs, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America as a nation but also of themselves as individual members of American society. As students identify and explore these concepts, they will also examine assimilated points of view, culture, and ideologies.

Students will experience these themes, beliefs, and points of view through their study of a wide range of literature which may include journals, novels, plays, poems, short stories, graphic novels as well as nonfiction forms including memoirs, biographies, letters, and newspaper and magazine articles. In addition, students will go beyond the literature and their reading to discover how other art forms such as music, film, and paintings express a point of view about a given issue or theme. The illustration of theme should go beyond that found in a textbook or literary work. Students and teachers should bring into the classroom a variety of relevant past and contemporary sources including journalistic pieces, speeches, interviews, TED Talks, poetry, music, and others that surface daily.

As a result of this study of American literature, students will have the ability to weigh, evaluate, understand, and articulate different points of view as well as their own, thus seeing the merits and complications of different world perspectives. Students should have the ability to process this information by analyzing it, applying it, evaluating it, and synthesizing it. The junior-year classroom expects more independent learning and thinking as it prepares students for senior year and beyond.

The curriculum comprises four key units, which can be delivered in any order due to their thematic nature: The United States' Roots; A Survey of the American Experience; Rebellion, Civil Disobedience, and Social Justice; and The Search for Self.

Every student will read a minimum of four major works, as well as “Civil Disobedience” by Henry David Thoreau. These major works must include, but are not limited to, a canonical text (such as *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, *The Sun Also Rises*, *Billy Budd*, *The Scarlet Letter*, *A Farewell to Arms*, *The Jungle*), a drama, a memoir (must be done during The Search for Self unit), and a contemporary text. A list of suggested texts for each unit is included in each unit and the Curriculum Text List. The Appendix of this curriculum guide includes possible course outlines that ensure a rich, diverse, and rigorous course of study.

Students will read, research, write, speak, listen, and create (utilizing technology where the teacher deems appropriate). The assured assessments will include:

- a personal narrative (the college essay);
- thesis-driven analysis essay;
- an informative or persuasive speech; and
- a digital research project.

Teachers have the liberty to choose with which unit they have students complete each assured assessment (except for the college essay, which must be done with The Search for Self unit). For example, a teacher may choose to complete the digital research project assessment during the Rebellion, Civil Disobedience, and Social Justice unit, or during any other unit (except The Search for Self), so long as all four assured assessments are completed over the course of the school year. This ensures that students are completing a variety of assessments that target the standards and expose them to twenty-first century literacy skills, while at the same time giving teachers flexibility and choice to differentiate instruction for students.

Unit Assessment Options for Teachers

Unit Focus	Performance Task
The United States’ Roots	Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research project
A Survey of The American Experience	Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research project
Rebellion, Civil Disobedience, and Social Justice	Choose either thesis-driven analysis essay, informative or persuasive speech, or digital research proje
The Search for Self	Must be personal narrative (the college essay)

(Content and subject matter may be adjusted to meet the themes and goals of the specific unit the students are completing the assessment under):

Thesis-Driven Analysis Essay:

Students will write a synthesis literary analysis essay where they compare and contrast how authors develop a similar idea in each text with a focus on writer's craft. Students will use one text that they studied in class and a second American author of their choice. The rubric and an example assessment option are included in the Appendix of this curriculum guide.

Informative or Persuasive Speech:

All students must produce and present an authentic informative or persuasive speech on a topic of their interest. Students will read American literature and emulate authors' and/or characters' voice, style, and word choice in an attempt to inform, expose, persuade, instill a value in others, or call people to action. Speeches will be assessed on the incorporation of rhetorical appeals and devices, organization of ideas, and the validity of evidence. The rubric is included in the Appendix of this curriculum guide.

Digital Research Project:

Students will choose a real-life individual or movement which embodies the themes and motifs of the selected unit to research (For example: an American rebel, a member of the Lost Generation or Harlem Renaissance). This research can explore how the individual was accepted or rejected by society, how the individual or movement influenced society, and how the individual or movement was viewed as an example of nonconformity. The research will ultimately culminate in a project exploring the nonconformist's impact on American culture and society.

In the project, students will employ appropriate technology. Furthermore, students must: demonstrate a command of formal written English; be able to clarify, verify and challenge conclusions; convey a clear and distinct perspective; and provide a formal Works Cited with a minimum designated number of sources from a variety of print or digital media. The Appendix to this curriculum guide includes a rubric.

This curriculum applies to all levels, with scaffolds and differentiation for different learners' needs. Possible extension activities are included for each unit.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

- | | |
|------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCSS.ELA-Literacy.RL.11-12.3 | 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.11-12.4 | 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. |
| 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.11-12.6 | 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). |
| 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.11-12.10	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.
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.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., <i>The Federalist</i> , 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.
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 that 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.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-Literacy.W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CCSS.ELA-Literacy.W.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.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.

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.SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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.SL.11-12.1d	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.
CCSS.ELA-Literacy.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.
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.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5	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.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.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.2a	Observe hyphenation conventions.
CCSS.ELA-Literacy.L.11-12.2b	Spell correctly.
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge or 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.L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.11-12.4a	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.

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., <i>conceive, conception, conceivable</i>).
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.L.11-12.4d	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.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurate 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.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- classic American literature has value and plays a role in inspiring contemporary American writing.
- American literature goes beyond the geographic location of its authors and calls for an awareness of America’s cultural evolution.
- they are part of a cultural, literary, and artistic tradition and dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with, thus finding a sense of compassion for and responsibility toward multiculturalism and social justice.
- the definition of an “American,” and thus what comprises “American literature,” is constantly changing and evolving.

COURSE ESSENTIAL QUESTIONS

- How do unique and shared American voices represent our heritage?
 - What makes up our heritage?
 - What is our heritage?
- What are our shared American values?
- What are our individual American values?
- What is American culture?
- What is a fair and just society?
 - Who holds power in American society?
 - What societal structures perpetuate existing power dynamics?
- What provokes independent action and non-conformity?
 - Why has action against the status quo been and why does it continue to be a central part of American culture?
 - What is the impact of non-conformity in literature?
- How do we share our stories?
- How has the American Experience changed and evolved?
 - How does one attain the American Dream?
 - Which factors could impact people’s American Experience?
 - What are our attitudes toward the American Dream?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the literary periods within American literature.
- the elements of analytical, narrative, and expository writing.
- key academic vocabulary related to literary analysis:
 - extended metaphor
 - archetype
 - allusion

Reading

Students will be able to . . .

- read a text closely to deepen understanding, interpretation, and analysis.
- demonstrate an understanding of literary devices and how they contribute to an author's purpose and message of a text.
- navigate historical documents and primary sources (speeches, slave-narratives, addresses, etc.) for understanding, analysis, and application. track the development and growth of character(s).
- determine the importance of a passage through meaningful annotations.
 - question with purpose.
 - identify common themes across and within texts.
 - identify and analyze literary elements and vocabulary.

Writing

Students will be able to . . .

- apply the conventions of Standard English language in oral and written communication.
- choose the style and structure of writing that best fits their intended purpose and audience.
- draw evidence from literary and informational texts to support analysis, reflection, and research.
- synthesize information gathered from multiple print and digital sources.
- write in a timed situation.
- revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely.
- continue to develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- integrate voice, tone, figurative language, and audience awareness.
- recognize and synthesize audience awareness (purpose of voice, tone, figurative language) and historical context within texts.
- connect with texts through initial reactions and extend that thinking to finalized written products.

- explore word choice, sentence fluency, voice, and the organization of ideas in narrative writing.
 - create a personal narrative that is anchored in an essential moment.
 - assess, revise, and critique personal narratives.
- strengthen literary analysis skills.
 - evaluate imagery, setting, irony, symbols, etc. as they contribute to theme.
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - master composition and grammar expectations such as syntax, parallel structure, consistent verb tense and mood, sentence patterns and variety, purposeful diction, punctuation for effect, consistent style and tone, dangling modifiers.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence from multiple sources.
- write pieces which are free of plagiarism and adhere to Trumbull High School's Academic Honesty policy.

Speaking & Listening

Students will be able to . . .

- engage in discussions (one-on-one, whole class, or teacher-led) to enhance understanding of a text or idea.
- present information, research, and conclusions with clear reasoning.
- evaluate a speaker's point of view and evidence.
- create and express individual ideas after summarizing, analyzing, and synthesizing ideas of others.
- challenge inaccuracies after gaining understanding of information.
- respond to questions to deepen understanding.
- convey ideas using formal standards of English.
- select appropriate word choice to inform or persuade the audience.
- articulate point of view by using a clear, exact tone.
- utilize digital media to enhance understanding or add interest.

Technology

Students will be able to . . .

- use technology to explore, create, and collaborate to facilitate their analysis of ideas, texts, and points of view.

COURSE SYLLABUS

Course Name

English 11

Level

All levels

Prerequisites

Successful completion of grade 10 English.

Materials Required

None

General Description of the Course

Certain attitudes, beliefs, and values are uniquely American. By studying American literature, students will learn the heritage which has created the America of today. By examining the attitudes, beliefs, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America as a nation but also of themselves as individual members of American society. Students will examine these themes, beliefs, and points of view through their study of a wide range of literature which may include journals, novels, plays, poems, short stories, graphic novels as well as nonfiction forms including memoirs, biographies, letters, and newspaper and magazine articles. In addition, students will go beyond the literature to discover the impact of other art forms such as music, film, and paintings and contemporary sources such as journalistic pieces, speeches, interviews, TED Talks, and podcasts. As a result of this study of American literature, students will develop the ability to weigh, evaluate, understand, and articulate different points of view as well as their own, thus seeing the merits and complications of different world perspectives. Throughout the course, students will hone their ability to process this information through analysis, synthesis, and evaluation.

The grade 11 classroom supports and expects increasing levels of independent learning and thinking as it prepares students for senior year and beyond. Given the increased connectivity to our changing world and society, this curriculum instructs in viewing American literature through a global lens.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Close reading of text passages
- In-class written responses to text passages
- Shared inquiry discussions
- Written responses scored by rubric

Summative Assessments:

- Thesis-driven synthesis analysis
- Informative or persuasive speech
- Digital research project
- The college essay

Core Texts (Some texts may satisfy more than one category below, but students must read a minimum of four different texts throughout the school year):

- A canonical text
- A drama
- A memoir (during The Search for Self unit)
- A contemporary text
- Excerpt(s) from Thoreau, Henry David. “Civil Disobedience.” Print.

UNIT 1: The United States' Roots

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.L.11-12.4 CCSS.ELA-Literacy.L.11-12.4a CCSS.ELA-Literacy.L.11-12.4b CCSS.ELA-Literacy.L.11-12.4c CCSS.ELA-Literacy.L.11-12.4d	Demonstrate knowledge of language by analyzing how it functions in various contexts (speeches, sermons, dramas, and poems) and evaluating how its style and content contribute to the power, beauty, and/or persuasiveness of a text.
CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.SL.11-12.3	Assess a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9	Identify and analyze the conventions (structure, diction, and themes) of early American literature, and reflect on the historical contexts responsible for inspiring/motivating noted conventions.
CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.10	Apply arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence from both fiction and non-fiction selections.

Unit Essential Questions

- What themes are present in the literature of early America?
 - How do personal or religious beliefs influence culture, society, and government?
 - Why does society exclude certain individuals? How do members of a society overcome such obstacles?
 - How can one synthesize pieces from a period to exemplify America's core conflicts as well as its finest values?
- How do the beliefs as set in foundational American texts present throughout the 19th, 20th, and 21st centuries?
 - How have people in various generations interpreted these beliefs?
- Why are thoughtful organization and effective word choice essential in writing informative and persuasive texts?
 - How do literary and poetic techniques and devices contribute to and enhance the theme of a text?
 - What is rhetoric, and how does it continue to shape culture? In what ways does the use of language and vernacular in literature reflect the author's intended purpose?

Scope and Sequence

- Students will be exposed to fiction and nonfiction texts rooted in the historical context and primary documents of historical texts. Reading selections will highlight the feelings and thoughts of individuals during times of division and restoration. A possible thematic focus for the unit includes fear and persecution in early American literature. Another possible thematic focus for the unit includes the search for new ideas and ways of life of the Lost Generation or other eras. Some of the earliest American writing makes apparent the tension between the demands of society and the desire for individual development.
- Teachers will guide students through the unit using a range of literary modes, which might include but are not limited to journal/diary entries of historical accounts, novels, drama, and poetry. Teachers may also incorporate art, film and other visual images into lessons as an extension of the themes of the time period.
- In the exploration of theme, instruction may focus on examining the writing conventions present in eighteenth- and early-nineteenth-century pieces. Students will demonstrate their knowledge and understanding of language by analyzing the denotative and connotative meaning of words, identifying shifts in mood/tone, and evaluating the effectiveness of rhetorical, literary, and poetic tropes. Knowledge of rhetoric and its purpose will guide students to effectively analyze an author/orator's purpose, organization of ideas, and effectiveness in conveying persuasive or informative messages.
- Students will be expected to think critically about an author's perspective on America. Students may be led to discuss how writers such as Bradford and Bradstreet viewed America – both what they saw and what they hoped to see, for the clash between the reality and promise of America is itself a unifying theme of American literature. Similarly, with respect to fiction, students may consider how authors like Twain or Miller present the American perspective through the development of characters, conflict, symbolism, and text structure.

Assured Assessments

Formative Assessment:

Formative assessments for this unit may include, but are not limited to:

- Written quote annotation and analysis.
- In-class writing assignments with a focus on identifying literary tropes.
- Evaluating the effectiveness and impact of a historical or modern speech.
- Teachers can provide students with acronyms such as DIDLS (diction, imagery, details, language, sentence structure) or SOAPStone (speaker, occasion, audience, purpose, subject, tone) to use as close-reading guidelines. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.
- Informal student-led or teacher-directed class discussions, fishbowls, and Socratic seminars. Teachers have the opportunity to assess student growth and understanding of generating and supporting original claims, arguments, and conclusions inspired by genuine and authentic inquiry. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may participate in dramatic readings of famous speeches. They may also participate in shared inquiry discussions that are entirely student-led.

Resources

Canonical

- Crane, Stephen. *Maggie: A Girl of the Streets*. Print.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Print.
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Hawthorne, Nathaniel. *The Scarlet Letter*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Melville, Herman. *Billy Budd, Sailor*. Print.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Print.
- Twain, Mark. *The Adventures of Huckleberry Finn*. Print.
- Creation myths: *The Earth on the Turtle's Back*, other Native American selections
- Excerpts from:
 - Bradford, William. "Of Plymouth Plantation." Print.
 - Bradstreet, Anne. Poetry. Print.
 - Edwards, Jonathan. "Sinners in the Hands of an Angry God." Print.
 - Franklin, Benjamin. *Autobiography*. Print.
 - Hawthorne, Nathaniel. "The Minister's Black Veil." Print.
 - Henry, Patrick. "Address to the Virginia Convention." Print.
 - Jefferson, Thomas. "The Declaration of Independence." Print.
 - Poe, Edgar Allan.
 - Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print
 - Wheatley, Phillis. Poetry. Print

Drama

- Miller, Arthur. *The Crucible*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
-

Time Allotment

- Approximately 8 weeks

UNIT 2 A Survey of The American Experience

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1b CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d	Read fiction and non-fiction selections (including art, poetry, music, and film) from the early American literary tradition to analyze our understanding of the diverse yet unified American experience.
CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.6	Analyze social issues and themes central to the American experience in both classical and contemporary fiction and non fiction selections.
CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1a CCSS.ELA-Literacy.W.11-12.1b CCSS.ELA-Literacy.W.11-12.1c CCSS.ELA-Literacy.W.11-12.1d CCSS.ELA-Literacy.W.11-12.1e CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.2 CCSS.ELA-Literacy.L.11-12.2a CCSS.ELA-Literacy.L.11-12.2b	Analyze how historical and social changes impacted literary creations related to the American experience, noting diverse and personal definitions of the American Dream.

Unit Essential Questions

- What is the American Experience?
- How do individuals experience America differently?
- How do different generations experience America differently?
- How does the American Experience produce the idea of the American Dream?
- How have perceptions of American Dream changed and evolved?

Scope and Sequence

- Through this survey of the American Experience, students will analyze and compare texts (as well as study related art, film, music, and poetry) from various time periods, cultures, and perspectives in order to understand the complexity of the American Experience, and how the works of American authors express and reflect the cultural identity of their time periods. Teachers will instruct and guide students through identifying and analyzing authors' choices and craft through particular literary elements and devices associated with the American literary tradition and its evolution. By analyzing the thoughts, attitudes, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America but also of themselves. Teachers will guide students through this experience utilizing a range of literary forms including but not limited to journal, memoir, novel, drama, poetry, short story, graphic novel, and other art forms to analyze how various forms have influenced or have been influenced by the lenses of various time periods.
- Teachers will provide instruction using core and supplemental readings of both fiction and nonfiction to present a thorough survey of the American literary tradition. Students will connect with texts through initial written responses and extend that thinking through finalized written pieces. Such pieces will help students to determine social issues and themes central to the American Dream and the overall American experience in both classical and contemporary fiction and non-fiction selections. They will also allow students to compare their own personal definitions of the American Experience and the American Dream to ideas and images presented in American literature. Students will explore and discuss the extent to which opportunities to prosper are available to all or a select few, and explore the extent to which there is a unified American Experience, and how it has changed throughout America's history.
- Teachers will guide students through interpretation of close readings, linking assigned core and supplemental texts back to essential and focus questions. Furthermore, students will practice developing their own higher-level focus questions for both shared inquiry and personal quick-writes. Lesson extensions might include crafting a creative/inventive piece of poetry, fiction, or drama using figurative language, and similar conceits to express students' own individuality and views of the dream.
- By the end of the unit, students will thoughtfully examine what makes a story uniquely American, and how we are individually shaped by a larger societal environment within America. Students will then continue to explore both positive and negative qualities of the American fabric, and analyze how culture shapes us all.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Shared inquiries surrounding core texts: for example, discussions regarding Nick Carraway as the window into Gatsby's world, or Willy Loman as a potential victim of societal expectations. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Close-reading analyses in shared inquiry and/or written format that explore the portrayal of the American Dream. For instance, students can explore Fitzgerald's use of color and

imagery in developing Gatsby's dream. Students can use acronyms such as DIDLS (diction, imagery, details, language, sentence structure) or SOAPStone (speaker, occasion, audience, purpose, subject, tone) to use as close-reading guidelines. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.

- Quick editorial/persuasive writings, and short, timed responses to selected readings. For instance, students can read and respond to nonfiction articles that offer opinions about the rise and decline of the American Dream.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may read Ruth Sidel's "The New American Dreamers" and lead a discussion on the portrayal of the American Dream. Students may also draft and develop a new American Dream for the future or predict what the American Dream will look like for upcoming generations.

Resources

Canonical

- Chopin, Kate. *The Awakening*. Print.
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Morrison, Toni. *Sula*. Print.
- Steinbeck, John. *The Grapes of Wrath*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- Welles, Orson. *Citizen Kane*. Film.
- Colonial experience / Neoclassical Age excerpts from:
 - Bradford, William.
 - Franklin, Benjamin.
 - Henry, Patrick.
 - Jefferson, Thomas.
 - Lincoln, Abraham.
 - Paine, Thomas.
- Short story / narrative excerpts from:
 - Cather, Willa.
 - Douglass, Frederick.
 - Harte, Bret.
 - Malamud, Bernard.
 - Walker, Alice.
 - Welty, Eudora.

Drama

- Miller, Arthur. *Death of a Salesman*. Print.
- Wilson, August. *Fences*. Print.
- *Death of a Salesman*. Directed by Volker Schlöndorff. Film
- *Fences*. Directed by Denzel Washington. Film

Memoir

- McBride, James. *The Color of Water*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- West, Dorothy. *The Wedding*. Print.
- Wilson, G. Willow. *Ms. Marvel: No Normal*. Print.
- *La La Land*. Directed by Damien Chazelle. Film
- *Midnight in Paris*. Directed by Woody Allen. Film
- Excerpts from:
 - Menendez, Ana. *In Cuba I was a German Shepherd*. Print.
 - Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print

Time Allotment

- Approximately 8 weeks

UNIT 3: Rebellion, Civil Disobedience, and Social Justice

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.8
CCSS.ELA-Literacy.RL.11-12.7
CCSS.ELA-Literacy.RL.11-12.10
CCSS.ELA-Literacy.L.11-12.5
CCSS.ELA-Literacy.L.11-12.5a
CCSS.ELA-Literacy.L.11-12.5b

Read a variety of texts illustrating individualism, rebellion, and nonconformity in order to analyze both what inspires individuals to go against the status quo and the resulting consequences of those actions.

CCSS.ELA-Literacy.RL.11-12.1
CCSS.ELA-Literacy.RI.11-12.7
CCSS.ELA-Literacy.W.11-12.7
CCSS.ELA-Literacy.W.11-12.8
CCSS.ELA-Literacy.SL.11-12.2

Research an American individual or movement which addresses the issue of nonconformity to analyze how this individual or movement fits the definition of a nonconformist, to determine the impact of the individual or movement's actions, and to evaluate whether the individual or movement's actions brought about societal justice.

CCSS.ELA-Literacy.W.11-12.4
CCSS.ELA-Literacy.W.11-12.5
CCSS.ELA-Literacy.W.11-12.6
CCSS.ELA-Literacy.SL.11-12.4
CCSS.ELA-Literacy.SL.11-12.5
ISTE Digital Citizen
(Standard 2)
ISTE Knowledge Constructor
(Standard 3)
ISTE Creative Communicator
(Standard 6)

Create and deliver an engaging analysis highlighting the actions and beliefs of the nonconformist, his/her influence on society, and the medium used to institute change.

Unit Essential Questions

- What is a fair and just society?
 - Who holds power in American society?
 - What societal structures perpetuate existing power dynamics?
- What is a nonconformist?
 - How are rebels both accepted and rejected by their environment?
 - When and why do individuals conform?
 - How does a nonconformist influence society and inspire others?
- What provokes independent action?
- What propels us or should propel us to take action?

- Is it our responsibility to advocate for individuals who don't have a voice in our society?
- Why has action against the status quo continued to be a central part of American culture?
- How have authors challenged accepted writing rules and forged new conventions?

Scope and Sequence

- Students will be exposed to a variety of texts that address the issue of the status quo and rebellion or nonconformity. These texts should include works of fiction, nonfiction, art, music, speeches, etc. Students will be exposed to authors who have gone against standard writing rules to forge their own conventions: E.E. Cummings, free-verse poets, Sylvia Plath, Emily Dickinson, Maxine Hong Kingston, Kurt Vonnegut, Ernest Hemingway, Ken Kesey, Toni Morrison, etc.
- All students will read excerpts from “Civil Disobedience” by Thoreau in order to understand that nonconformity has been a central theme in American society, and that it is, in fact, the value on which America was founded. Students will study power dynamics in American society, recognizing that certain groups have been unfairly marginalized. Students will come to an understanding of what provokes individuals to stand up to their society and effect change, and determine whether the actions and outcomes promoted social justice.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Short, in-class writing asking students to examine and explore the definition of nonconformity or ways individuals can be considered rebellious. The Appendix to this curriculum guide includes a rubric for Informal Written Responses.
- Discussions offering opportunity for deep exploration of the nature and consequences of rebellion and nonconformity. The Appendix to this curriculum guide includes a Shared Inquiry Discussion Rubric.
- Written responses scored by rubric

Summative Assessment:

Teachers may choose either the thesis-driven analysis essay, informative or persuasive speech, or digital research project.

Possible Extension Activities

Students may use popular culture as a lens through which to view rebellion and civil disobedience. Students may research current movements and trends in America that have either included or excluded groups, such as gender-neutral bathrooms, decisions made on reproductive

rights, and riots and marches in support of Black Lives Matter. They may write a reflective piece in response to their research.

Resources

Canonical

- Faulkner, William. *A Lesson before Dying*. Print.
- Kesey, Ken. *One Flew Over the Cuckoo's Nest*. Print.
- Morrison, Toni. *Sula*. Print.
- *One Flew Over the Cuckoo's Nest*. Directed by Milos Forman. Film
- Sinclair, Upton. *The Jungle*. Print.
- Steinbeck, John. *The Grapes of Wrath*. Print.
- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Excerpts from:
 - King, Jr., Dr. Martin Luther.
 - Thoreau, Henry David. "Civil Disobedience." Print.
- Wheatley, Phillis

Memoir

- McBride, James. *The Color of Water*. Print.

Contemporary

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Butler, Octavia. *Kindred*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.

- Excerpts from:
 - 1960s protest songs
 - Harlem Renaissance poetry
 - Black Panther propaganda / Malcolm X speeches
 - music
 - #Blacklivesmatter
 - articles related to Trayvon Martin, immigration debates and Syrian refugees, Supreme Court decisions on same-sex marriage, etc.
 - Prentice Hall. *Literature : Timeless Voices, Timeless Themes : The American Experience*. Print

Time Allotment

- Approximately 6-8 weeks

UNIT 4 The Search for Self

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.L.11-12.6	Read a memoir to identify and analyze the techniques used by the author to craft the story, engage the audience, and deliver the intended message.
CCSS.ELA-Literacy.RL.11-12.5	Create a personal narrative to be used as a working draft of the college essay that can be used in college applications during students' senior year.
CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.3a CCSS.ELA-Literacy.W.11-12.3b CCSS.ELA-Literacy.W.11-12.3c CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.W.11-12.3e CCSS.ELA-Literacy.L.11-12.1a CCSS.ELA-Literacy.L.11-12.1b CCSS.ELA-Literacy.L.11-12.3 CCSS.ELA-Literacy.L.11-12.3a	Effectively emulate in their own original work techniques used by memoirists.

Unit Essential Questions

- Who am I as an American?
- Which stories best show who I am in a college application setting?
- Which of my personal qualities and experiences make me an individual?
- How do authors convey their messages?
- How do authors create and employ voice?
- How do authors utilize specific writing techniques, and what led to their decisions?

Scope and Sequence

- In this unit, students will read a memoir. Teachers will offer instruction on narrative techniques including voice, tone, and diction. Students will identify and discuss the intended message, writer's craft, and audience awareness. Teachers should use excerpts from the memoir to accomplish this, but should also consider supplemental texts including, in their entirety or parts, other memoirs, personal essays, speeches and interviews.
- Through reading and then writing memoir, students will address the enduring understanding that "they are part of a cultural, literary, and artistic tradition and dialogue,

which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with.”

- When they read narratives, students will identify how the author connects with their audience. When they write their own pieces, they will in turn connect with their audience.
- During the writing process, teachers will offer mentor texts or models for writing. These include but are not limited to sample college essays, other memoirs, personal essays, interviews, or even short fictional pieces that embody the writing techniques the teacher is seeking to illustrate.
- As a culminating assessment, students will produce a working draft of their college essay. This essay will deliver an intended message, employ personal voice, and utilize appropriate narrative writing techniques as well as the conventions of standard English.

Assured Assessments

Formative Assessment:

Formative assessments for this unit can include, but are not limited to:

- Close reading of memoir passages to assess student understanding of author techniques they will emulate in their own writing.
- Exploration of how writers use details and sensory images to tell their story. Teachers can engage students with in-class responses that can be used as pre-writing in this fashion.
- Participation in discussions as formative assessments to further engage students in the close reading process and the exploration of writer’s craft. For instance, students can discuss the impact of dialogue, imagery, metaphor, or use of flashbacks as effective memoir techniques. Students will read and share their college essay rough drafts to workshop their writing and receive class feedback during the revision process. The Appendix of this curriculum guide includes a Shared Inquiry Discussion Rubric.

Summative Assessment:

The culminating assured summative assessment for this unit, which is also an APBA for the course, is the writing of the college essay. Students will participate in the drafting, revision, and editing processes. The assessment rubric is located in the Appendix of this curriculum guide. Students’ pieces may also be utilized as future mentor texts. This piece of writing should count as a major grade for the quarter.

Possible Extension Activities

Students may utilize www.storycorps.org, www.themoth.org/stories, and www.snapjudgment.org as a resource for supplemental texts as well as a platform on which to publish work. Students may also visit www.thisibelieve.org to evaluate various essays’ narrative qualities.

Resources

Memoir

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.

- McBride, James. *The Color of Water*. Print.
- Additional Possibilities (Including, but not limited to):
 - Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
 - Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
 - Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Print.
 - Franklin, Benjamin. *Autobiography*. Print.
 - Hillenbrand, Laura. *Unbroken*. Print.
 - Morrison, Toni. *Sula*. Print.
 - O'Brien, Tim. *The Things They Carried*. Print.
 - Wilson, G. Willow. *Ms. Marvel: No Normal*. Print.
 - College essays of former students

Time Allotment

- Approximately 4-7 weeks

COURSE CREDIT

One credit in English
One class period daily for a full year

PREREQUISITES

Successful completion of grade 10 English.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- English Department Writing Rubric
- Shared Inquiry Discussion Rubric
- College Essay Rubric
- Informal Written Responses Rubric
- The Changing American Dream Essay Assignment & Rubric
- Rhetorical Appeals Speech Rubric
- Project Rubric

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text <ul style="list-style-type: none"> Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text <ul style="list-style-type: none"> Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding <ul style="list-style-type: none"> Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text <ul style="list-style-type: none"> Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text <ul style="list-style-type: none"> Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> ☐ Does not establish a clear purpose ☐ Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization ☐ Lacks logical progression of ideas ☐ Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

ENGLISH DEPARTMENT WRITING RUBRIC

	Claim/Thesis	Evidence	Explanation	Writing Conventions
Exemplary (4)	Claim is clear, specific, and expresses a complex argument. It opens divergent, insightful understanding of the text.	Convincing evidence (not previously discussed in class/not obvious within the text) supports the claim. Quotes are incorporated seamlessly with appropriate introductory context.	Ideas are insightful and the explanation of thinking demonstrates a clear, thorough, and convincing connection between the evidence and the claim. Explanation thoroughly answers the questions “How do you know?” and “So what?”	Writing demonstrates purposeful organization, clear coherence, and smooth progression of ideas. The writer uses appropriate language for his/her audience and purpose. The piece is free of most errors in grammar and mechanics. Quotes are cited according to MLA style.
Proficient (3)	Claim is clear, specific, and states an arguable interpretation of text.	Evidence (quotes or well-selected paraphrase previously discussed in class/more obvious within the text) adequately supports the claim. Quotes are incorporated with appropriate introductory context.	Ideas are explained adequately and connect the evidence to the claim. Explanation adequately answers the questions “How do you know?” and/or “So what?”	Writing demonstrates adequate organization, coherence, and progression of ideas. The writer uses appropriate but inconsistent language for audience and purpose. Grammatical and mechanical errors are present. Inconsistent use of correct MLA citation.
Progressing (2)	Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully address the prompt.	Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quotes are not introduced with appropriate context.	Ideas display gaps in thinking or may merely repeat the claim or evidence. Explanation attempts to connect evidence to claim but is inadequate and/or not convincing. Explanation does not answer the questions “How do you know?” and “So what?”	Writing demonstrates limited organization with lapses in coherence and/or progression of ideas. The writer uses informal language for audience and purpose. An accumulation of grammatical and mechanical errors is present. MLA citation is incorrect.
Emerging (1)	Claim is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the response.	Evidence is not present or not clearly referenced and/or not relevant to the claim. If used, evidence may simply restate a plot point (summary).	Explanation is not present, may be unrelated to claim and evidence, and/or introduces no new thinking to the response. Explanation may offer discussion about topic(s) that is unrelated to the evidence and claim.	Writing is disorganized and/or unfocused with pervasive errors in grammar and mechanics that interfere with meaning. MLA citation is not used.
(0)	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score

SHARED INQUIRY DISCUSSION RUBRIC

	4	3	2	1	0 – unscorable
Involvement	Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion.	Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open minded, and respectful without monopolizing.	Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are “presented,” rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others.	Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion.	No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others.
Ideas and Analysis	Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand.	Questions and comments reflect clear comprehension and higher level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion.	Questions and comments reflect inconsistent higher-level thinking and/or muddled comprehension of the text or the question. Ideas may be one sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought.	Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back.	Comments, if any, reflect a flawed or incomplete understanding of the text.
Support	Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed up with explanation of thinking. Exemplary facility with the text is demonstrated.	Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated.	Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand.	Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text.	No concrete evidence from the text is utilized.
Preparation	Participation is exceptionally well-prepared. Copious and insightful notes on the reading have been taken and developed. Original and powerful questions have been developed prior to the discussion. All required materials have been brought to class.	Participation is well-prepared. Insightful notes and thoughtful questions have been developed. All required materials have been brought to class.	Required reading, thinking, and questions have been completed. Some notes and questions have been developed prior to the discussion. Some required materials have been brought to class.	Preparation is lacking. The required reading, thinking, or questions may be incomplete or rudimentary. There may be evidence of some preparation, but all materials have not been brought to class.	No preparation is evident.
Reflection	Reflection is insightful, honest, and comprehensive, making specific reference to the discussion and individual preparation, demonstrating how the discussion impacted individual thinking, and demonstrating authentic thinking and a strong desire for self- improvement in future discussions.	Reflection is intelligent, honest, and complete, making a mix of general and specific references to the discussion and individual preparation, demonstrating some authentic thinking and the desire for self-improvement in future discussions.	Reflection is emerging, making mostly general references to the discussion and individual preparation, which may or may not be accurate, demonstrating an attempt at authentic thinking and the recognition of a need for self- improvement in future discussions.	Reflection is confusing, unfocused, and/or sparse, making few references to the discussion or individual preparation, lacking authentic thinking and apparent desire for self- improvement in future discussions.	Reflection is limited and incomplete, making little to no specific reference to the discussion and individual preparation, and devoid of both authentic thinking and the desire for self- improvement in future discussions.

COLLEGE ESSAY RUBRIC

	4	3	2	1	0 – unscorable
<p>Narrative & Focus: Student’s essay tells a complete story. Student considers his/her audience and message as it relates to the purpose of his/her college essay. The narrative provides insight into who the student is as an individual and as a writer.</p>					
<p>Structure & Sequence: The story clearly addresses one of the common application prompts. Paragraphs effectively establish and sequence a narrative flow to the story. The story contains a clear and balanced beginning, middle, and end. The story retains the reader’s attention throughout the narrative. Student utilizes “show, don’t tell” techniques.</p>					
<p>Writing Conventions: Students use a wide variety of imagery including sensory details, similes, metaphors, etc. Student establishes and maintains their personal voice throughout the essay. The essay is edited and revised and ready to be submitted with college applications. The essay is free of errors and grammar mistakes.</p>					
<p>College Essay Conventions: The essay is between 500-650 words. The essay topic should do a great job of informing a college admissions board of who the students is beyond their resume. The student utilizes the advice and feedback from class and avoids the common pitfalls of the selected essay topic. The student should be mindful of the fact that this is a job interview-like task, and they should be selecting an essay topic and content which would most likely appeal to the widest range of readers/admissions assessors.</p>					

INFORMAL WRITTEN RESPONSES RUBRIC

	4	3	2	1	0 – unscorable
Ideas	Ideas are specific, original, insightful, and display divergent thinking and well-developed conclusions.	Ideas are accurate, focused, original, and display critical thinking and drawn conclusions.	Ideas are accurate and thoughtful. Connections and/or plausible conclusions have little or no development.	Ideas consist of recall, may lack comprehension, may contain inaccuracies and demonstrate misunderstandings, undeveloped, or superficial ideas, and/or are unrelated to discussion prompt.	No ideas displayed.
Support	Provides convincing range of specific quotes and references to text and relevant outside sources or current/historical events.	Provides specific quotes and references to text and relevant outside current/historical events.	Provides general references to text and/or general outside current/historical events.	Provides inaccurate or vague references to text and/or outside current/historical events.	No support used.
Organization	Sophisticated organization reflected throughout. Demonstrates logical progression of ideas. Maintains a clear focus. Utilizes effective transitions.	Organization reflected throughout. Demonstrates logical progression of ideas. Maintains a focus. Utilizes transitions.	Some organization reflected throughout. Demonstrates logical progression of ideas at times. Maintains a vague focus. May utilize some ineffective transitions.	Little/no organization reflected. Lacks logical progression of ideas. Maintains little/no focus. Utilizes ineffective transitions.	Writing is not organized.

Written Response Rubric

20-18

- Fully developed ideas with exceptional support
- Two or more solid, direct quotes from text
- Well-written in terms of structure and word choice and voice
- 450-650 words in length (typed, double-spaced, 12 point type)
- Answers the question fully, directions followed

17-16

- Developed ideas with adequate support
- Two quotes from text which relate to ideas
- Structure is effective and word choice is appropriate
- 450-550 words in length
- Answers the question, directions followed

15-13

- Partially developed ideas with some support
- One quote from text, unrelated examples
- Un-structured and confusing, simple word choice, lacks voice
- 300-450 words in length
- Questions not fully answered or considered

12-8

- Few, underdeveloped ideas with little support
- One quote or no quotes, inappropriate or unusual examples
- Lack of coherency, difficult to follow
- 250 word or less
- Question ignored or not answered

(Example of thesis driven analysis summative assessment)

American Perspectives

Name: _____

The Changing American Dream Essay Assignment

- How has the American Dream changed and evolved?
 - 1 How has the dream, our ideological roots, been created?
 - What shape does the foundational American Dream take in contemporary American society?

- To what extent is the American Dream realistic?
 - 1 How does one attain the American Dream?
 - To what extent is the American Dream inclusive or exclusive?
 - Is achieving the American Dream still possible?
 - How do we, as a nation and as individuals, measure success?
 - What causes individuals to feel as though they have failed at achieving their dreams?

- What are various attitudes toward the American Dream?
 - 1 How has the American Dream differed from generation to generation?
 - How does environment (including family, society, socioeconomic status, and class distinctions), race, gender, and creed shaped the American Dream?

Over the course of this unit, we have focused on the origin and evolution of the American Dream. Your final assessment is to develop an original thesis that examines how the American Dream is constantly changing and evolving, and to determine the effectiveness of two authors' portrayal of that dream. You should examine one major author from our unit and one other American author of your choice.

Potential Authors:

Proposed Thesis Statement: _____

Revised Thesis Statement: _____

Assessment Rubric	Exemplary (4)	Goal (3)	Working Towards Goal (2)	Needs Support (1)	Not Measurable (0)
<p>Thesis: The thesis statement is original, specific, and insightful. It is explicitly stated and appropriately placed in the opening paragraph and forms the sole focus of the essay.</p>					
<p>Proof/ Examples (weighted twice): The thesis is supported by precise and appropriate examples from the text that substantiate the argument. Each paragraph contains at least <u>two specific examples</u> as support.</p>					
<p>Discussion/ Ideas (weighted twice): The connection between each example and the thesis is clearly, thoroughly, and thoughtfully explained. Each piece of evidence is connected back to the thesis through the development and progression of ideas. Ideally, discussion should comprise at least half of each body paragraph.</p>					
<p>Organization: Paragraphs are organized in a way that contributes to the overall development of the argument and the support of the thesis. Usually writers save the strongest point for the last paragraph. The ideas and examples within each paragraph progress logically and fluidly, building the strength of the argument.</p>					
<p>Citations: Examples are fluidly and correctly inserted into the writing. They are cited correctly, using the specified MLA formatting.</p>					
<p>Grammar and Mechanics: There are no grammatical or mechanical errors.</p>					

Grade and comments:

INFORMATIVE OR PERSUASIVE SPEECH RUBRIC

	4	3	2	1	0 – unscorable
<p>Invention & Topic: Student’s topic is controversial, new, and relevant to the audience. Student considers his/her audience and message as it relates to the purpose of his/her speech. Student provides insight into the relevance of his/her topic and outlines his/her upcoming points.</p>					
<p>Arrangement & Content: The introduction grabs the audience’s attention and is appropriate. Student establishes his/her individuality through ethos. Student includes research and data as points of persuasion. Student ends speech with clarity and emphasis. Student outlines a direct way for the audience to actively follow the call to action.</p>					
<p>Style & Language: The incorporation of rhetorical and literacy devices is evident and well-balanced. Student establishes ethos, logos, and pathos through specific ideas and word choice.</p>					
<p>Delivery & Presentation: Student meets the 2-4-minute time requirement. Student is prepared and has practiced his/her speech. Student’s voice is clear, strong, and persuasive. Student effectively uses intonation and inflection to emphasize questions and meaningful ideas.</p>					

Start time:

End time:

Topic:

PROJECT RUBRIC

CONTENT	Exemplary (4)	Goal (3)	Working Towards Goal (2)	Needs Support (1)	Not Measurable (0)
Information (weighted twice): Project includes ample and appropriate research that fully addresses the assignment and thoroughly answers the essential question(s) at hand. Information and research has been taken from credible sources (such as EBSCO, JSTOR, Google Scholar, etc.). Students have utilized a variety of reliable sources to cull their information.					
Mechanics of English: There are no grammatical or mechanical errors.					
Works Cited page: Both text and picture sources are included in the Works Cited. Formatting adheres correctly to the specified MLA format.					
VISUAL PRODUCT	Exemplary (4)	Goal (3)	Working Towards Goal (2)	Needs Support (1)	Not Measurable (0)
Technology is used in an interesting and creative way.					
Presentation is visually appealing. Images, colors, layout, and visual text have been thoughtful selected and incorporated.					
ORAL PRESENTATION	Exemplary (4)	Goal (3)	Working Towards Goal (2)	Needs Support (1)	Not Measurable (0)
Speaker effectively uses visual aids to assist in the presentation and engage the audience. The speaker does not read from the screen/board but rather uses that visual as a springboard.					
Presenter speaks clearly, and fluidly, using the appropriate volume, speed, and tone of voice. The speaker demonstrates good posture and good eye contact to engage the audience.					
Speaker utilizes physical space effectively to engage the audience.					

*Depending on the skill level and needs of the particular class and/or level, the “Oral Presentation” section of the rubric may or may not be used.

APPENDIX

Text Selections

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Print.
- Allen, Woody, director. *Midnight in Paris*. Sony Pictures Classics. 2011. Film.
- Alvarez, Julia. *How the Garcia Girls Lost Their Accent*. Print.
- Angelou, Maya. *I Know Why the Caged Bird Sings*. Print.
- Butler, Octavia, *Kindred*. Print.
- Chazelle, Damien, director. *La La Land*. Lionsgate. 2016. Film.
- Chopin, Kate. *The Awakening*. Print.
- Coates, Ta-Nehisi. *The Beautiful Struggle*. Print.
- Coolidge, Martha, director. *Lost in Yonkers*. Columbia. 1993. Film.
- Crane, Stephen. *Maggie: Girl of the Streets*. Print.
- Faulkner, William. *A Lesson before Dying*. Print..
- Fitzgerald, F. Scott. *The Great Gatsby*. Print.
- Forman, Milos, director. *One Flew Over the Cuckoo's Nest*. United Artists. 1975. Film.
- Hawthorne, Nathaniel. *The Scarlet Letter*. Print.
- Hemingway, Ernest. *A Farewell to Arms*. Print.
- Hemingway, Ernest. *The Sun Also Rises*. Print.
- Hillenbrand, Laura. *Unbroken*. Print.
- Hytner, Nicholas, director. *The Crucible*. 20th Century Fox. 1996. Film.
- Kesey, Ken. *One Flew over the Cuckoo's Nest*. Print.
- Lauck, Jennifer. *Blackbird*. Print.
- McBride, James. *The Color of Water*. Print.
- McCarthy, Cormac. *All the Pretty Horses*. Print.
- Menendez, Ana. *In Cuba I Was A German Shepherd*. Print.
- Miller, Arthur. *Death of a Salesman*. Print..
- Miller, Arthur. *The Crucible*. Print.
- Momaday, N. Scott. *House Made of Dawn*. Print.
- Morrison, Toni. *Sula*. Print.
- Naylor, Gloria. *The Women of Brewster Place*. Print.
- O'Brien, Tim. *The Things They Carried*. Print.
- Schlöndorff, Volker, director. *A Death of a Salesman*. 1985. Film.
- Simon, Neil. *Lost in Yonkers*. Print.
- Sinclair, Upton. *The Jungle*. Print.
- Steinbeck, John. *The Grapes of Wrath*. Print.
- Tan, Amy. *The Joy Luck Club*. Print.
- Twain, Mark. *The Adventures of Huckleberry Finn*. Print.
- Vonnegut, Kurt. *Slaughterhouse Five*. Print.
- Wallis, Jeanette. *The Glass Castle*. Print.
- Washington, Denzel, director. *Fences*. Paramount Pictures. 2016. Film.
- Welles, Orson. *Citizen Kane*. Film.
- West, Dorothy. *The Wedding*. Print.
- Wilson, August. *Fences*. Print.
- Wilson, G. Willow. *Ms. Marvel: No Normal*. Print.
- Wolfe, George C. *Ma Rainey's Black Bottom*. Escape Artists. 2020. Film.