

English 11 - American Literature

Exploring Perspectives Through Argumentation

Time Frame: 4-6 weeks	Unit Title: Exploring Perspectives	Course Name: English 11	
Stage 1: Desired Results			
Established Goal(s)	Transfer		
<p>Competencies Addressed:</p> <p>Reading Literature: Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts. (C1)</p> <p>Reading Informational Texts: Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts. (C2)</p> <p>Writing: Students will demonstrate the ability to write effectively for a variety of purposes and audiences. Informative/Explanatory Writing, Narrative Writing, Argumentative Writing (C3)</p> <p>Grammar and Language: Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively. (C4)</p> <p>Speaking and Listening: Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively. (C5)</p> <p>Technology: Students will demonstrate strategic and ethical use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) to gather, interpret, and analyze information and create shareable products. (C7)</p> <p>Standards Addressed:</p> <ul style="list-style-type: none"> ● RL/1.11-12.1. 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. ● 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. ● 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. ● W.11-12.4. Produce clear and coherent writing in which the 	<p><i>Students will be able to apply their understanding of multiple perspectives and the complexities of truth to . . .</i></p> <ul style="list-style-type: none"> ● Analyze and critique arguments presented in media and multiple sources ● Evaluate the validity and reliability of sources and information ● Note how writers use rhetorical devices ● Develop textually substantiated arguments ● Craft well-supported arguments in different writing genres and for different purposes ● Utilize technology to create a graphic essay 		
	Meaning		
		<p>UNDERSTANDINGS</p> <p><i>Students will understand that..</i></p> <ul style="list-style-type: none"> ● Truth is subjective and can be influenced by individual perspectives and biases. ● Multiple perspectives contribute to a more comprehensive understanding of truth. ● Context and evidence are essential in evaluating the validity of different truths. ● Effective argumentation requires thoughtful analysis, evidence-based reasoning, and critical evaluation of counterarguments. ● Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. ● Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> ● If there are always multiple sides to a story, then what is truth? ● How do individual perspectives shape our understanding of truth? ● What role does evidence play in determining the validity of different truths?
Acquisition			
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how authors craft their writing through stylistic and rhetorical choices for impact and effect ● the rules of class discussions and effective participation in a discussion ● that perspective is shaped by individual experiences and therefore differs from person to person. ● how to synthesize information and formulate arguments. ● how to conduct research to find relevant evidence from provided texts and additional sources. 	<p><i>Students will be skilled at/able to...</i></p> <ul style="list-style-type: none"> ● Read increasingly difficult texts, including literature, speeches, articles, and visual media that present different viewpoints on truth. ● Engage in close reading and analysis of selected texts, identifying key arguments, biases, and historical contexts. ● Participate in class discussions to compare and contrast the perspectives presented. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new 	

<p>development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> • 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. • W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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. • L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <p>21st Century Skills:</p> <ul style="list-style-type: none"> • reason effectively • make judgments and decisions • communicate clearly • access and evaluate information • be self-directed learners 		<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> • Develop argumentative writing and visual communication skills through the creation of a graphic essay. • Incorporate evidence from multiple sources to support arguments and counterarguments. • Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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