

# English 11 - American Literature

## Exploring The American Dream through The American Experience

<b>Time Frame:</b> 6-8 weeks	<b>Unit Title:</b> Exploring the American Dream through the American Experience - <i>The Great Gatsby</i>	<b>Course Name:</b> English 11
<b>Stage 1: Desired Results</b>		
<b>Established Goal(s)</b>	<b>Transfer</b>	
<p><b>Competencies Addressed:</b></p> <p><b>Reading Literature:</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts. (C1)</p> <p><b>Reading Informational Texts:</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts. (C2)</p> <p><b>Writing:</b> 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><b>Grammar and Language:</b> Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively. (C4)</p> <p><b>Speaking and Listening:</b> Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively. (C5)</p> <p><b>Technology:</b> 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><b>Standards Addressed:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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</li> </ul>	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>Analyze how the author uses satire to illustrate political and social commentary</li> <li>Note how the author crafts the text to create meaning and effect</li> <li>Draw connections between historical and contemporary texts</li> <li>Develop textually substantiated arguments about part or all of a text</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that..</i></p> <ul style="list-style-type: none"> <li>Critical reading involves making decisions as a reader about what is happening in the story.</li> <li>Analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.</li> <li>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</li> <li>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</li> <li>Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> <li>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> <li>How has the American Dream evolved over the last hundred years?</li> <li>How does the American Experience shape one's image of the American Dream?</li> <li>What factors influence the American Experience?</li> <li>What makes a novel "great"?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know..</i></p> <ul style="list-style-type: none"> <li>how authors craft their writing through stylistic and rhetorical choices for impact and effect</li> <li>the rules of class discussions and effective participation in a discussion</li> <li>that the American Experience is reflective of the social, cultural, and economic realities of the time</li> <li>that perspective is shaped by individual experiences and therefore differs from person to person.</li> </ul>	<p><i>Students will be skilled at/able to..</i></p> <ul style="list-style-type: none"> <li>Participate in classroom discussions that further the class's understanding of the text.</li> <li>Read increasingly difficult texts</li> <li>Analyze and discuss key quotes found throughout the text</li> <li>Analyze the language used by Fitzgerald throughout the play to determine the meaning of the work.</li> <li>Complete effective annotations for a text.</li> <li>Critique literary works; analyze and evaluate how structural choices and plot devices advance the plot</li> </ul>

<p>words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• 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.</li> <li>• W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• 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.</li> <li>• L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• 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.</li> </ul> <p><b>21st Century Skills:</b></p> <ul style="list-style-type: none"> <li>• reason effectively</li> <li>• make judgments and decisions</li> <li>• communicate clearly</li> <li>• access and evaluate information</li> <li>• be self-directed learners</li> </ul>	<ul style="list-style-type: none"> <li>• that various perspectives of the American Dream can be found represented through literature, music, and art.</li> </ul>	<p>and affect the meaning and impact of a work of fiction on the reader.</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the author's development of characters and other literary elements in light of genre and the author's intent</li> <li>• Analyze and evaluate how the author's choices about setting influence a literary work (e.g., show contrast, reveal character, heighten tension, change the mood).</li> <li>• Analyze the cultural, historical, and social influences of the setting on a work of literature</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>
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