Course Description:

Students face many unique challenges in today’s interdependent world. Students accepted into this honors level course will read, write, and speak about material of a more sophisticated nature, while exploring issues that are faced personally, within the family and community, as well as nationally and globally. The pace and depth of study will be challenging and rewarding. The goal of this course is to encourage and guide students in asking such questions as, *Who am I? What is my place in this world? Where have I been? Where am I going now?* And, *What is my purpose in life?* Through the exploration of various media, namely world literature, film and television, and emerging technology, students will become independent thinkers and gain awareness of other people’s journeys while embarking on their own. A significant portion of coursework will be devoted to independent reading and research, resulting in a project where each student will focus on their own individual journey. They will develop strong critical thinking and communication skills, and through this process be prepared for the path they choose after high school.

This development will occur throughout the year as students explore class texts and films that examine essential questions. Students will be provided with the opportunity to engage in ethical and philosophical reflection on the values and beliefs of their own cultures, of other cultures, and of other times and places. The study of literature often begins with the text and looks outward toward the world, as students analyze the text in order to extract the author’s intended meaning and then apply it to their world. However, this course focuses on an analysis of text that enables students to look inward and determine how the literature teaches them about themselves. They must be able to hear divergent viewpoints, understand diverse cultural factors, and effect change within themselves and in the communities of the world. Senior students write frequently for real audiences and purposes including crafting polished college essays and further preparing for the modern workplace. Distinctive creative and academic voices in writing and speaking are refined so that a strong sense of self is evident in the public emergence of articulate, productive, and responsible global citizens.

| Anchor Standard—Reading:                      |
| Text Complexity and the Growth of Comprehension |

**Key Ideas and Details:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure:**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the
validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Big Ideas: Course Objectives / Content Statement(s)**
- Analysis of a wide variety of contemporary texts for an understanding of global issues and cultural differences
- Synthesis of information from multiple and varied sources
- Author’s tone, style, and point of view
- Comparative textual and non textual materials
- Language usage for purposes of audience
- Themes in culturally representative texts (war, religion, identity, politics, family/relationships, etc.)

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
</tr>
<tr>
<td>- How can a reader objectively evaluate, without bias, texts that examine other cultures/cultural differences?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>- How does an author use language effectively to communicate his/her message?</td>
<td>The reader / writer plays a critical role in the delivery &amp; reception of controversial / important societal issues.</td>
</tr>
<tr>
<td>- How can the reader discriminate personal and/or cultural point of view?</td>
<td>A reader must be able to distinguish structural relationships, recognize organizational patterns, and identify literary devices in order to critically evaluate the author’s purpose.</td>
</tr>
<tr>
<td>- How can an understanding of words from a text enhance one’s knowledge in a variety of content areas?</td>
<td>Literary texts should be applied to other content materials in order to effectively evaluate the author’s agenda.</td>
</tr>
<tr>
<td>- What makes the deliverer of information, through spoken and written words or images, provocative?</td>
<td>Written material should be critically evaluated for credibility and suitability of purpose.</td>
</tr>
<tr>
<td>- What can a reader do to establish a writer’s political agenda from storytelling?</td>
<td>Global issues are constantly changing, and research is imperative in order to understand the position of one text.</td>
</tr>
<tr>
<td>- When is media effective in juxtaposition of texts?</td>
<td>Media is often bias but can offer comparative viewpoints alongside a text.</td>
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</tbody>
</table>

**Areas of Focus: Proficiencies**

<table>
<thead>
<tr>
<th><strong>Examples, Outcomes, Assessments</strong></th>
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<tbody>
<tr>
<td><strong>Cumulative Progress Indicators</strong></td>
</tr>
<tr>
<td>Students will:</td>
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</tbody>
</table>

**Key Ideas and Details**

LIT/INF 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.

LIT/INF Determine two or more central ideas of a text and analyze their development over the

**Instructional Focus:**

Students are expected to analyze, interpret and evaluate written works in a sophisticated fashion, to uncover embedded meanings, and to examine the use of rhetoric, rather than plot development, for a more in-depth understanding.

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Revised: July, 2012
### Complexity

- **Range of Reading and Level of Text**

  - **Arguments in Works of Public Advocacy.**
  - **Reasoning and the Premises, Purposes, Constitutional Principles and Use of Legal Seminal U.S. Texts, Including the Application of**
  - **A Problem.**
  - **In Words in Order to Address a Question or Solve Formats (E.g., Visually, Qua Information Presented in Different Media or)**

- **Integration of Knowledge and Ideas**

  - **Persuasiveness or Beauty of the Text.**
  - **Content Contribute to the Power, Particularly Effectiv**
  - **Structure Makes Points Clear, Convincing, and Exposition or Argument, Including Whether the**
  - **The Structure an Author Uses in His or Her**

- **Craft and Structure**

  - **Determine the Meaning of Words and Phrases as They Are Used in the Text, Including Figurative and Connotative Meanings; Analyze the Impact of Specific Word Choices on Meaning and Tone, Including Words with Multiple Meanings or Language That Is Particularly Fresh, Engaging, or Beautiful. (Include Shakespeare as Well as Other Authors.)**
  - **Determine 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.**
  - **Determine the Meaning of Words and Phrases as They Are Used in a Text, Including Figurative, Connotative, and Technical Meanings; Analyze How an Author Uses and Refines the Meaning of a Key Term or Terms Over the Course of a Text.**
  - **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.**
  - **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.**

- **Integration of Knowledge and Ideas**

  - **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.**
  - **Delineate and Evaluate the Reasoning in Seminal U.S. Texts, Including the Application of Constitutional Principles and Use of Legal Reasoning and the Premises, Purposes, and Arguments in Works of Public Advocacy.**

### Range of Reading and Level of Text Complexity

- **In Literature Circles, Students Will Be Asked to Record Provocative Passages That Exemplify Various Stylistic Choices.**
- **In Reading Memory Works – Memoirs, Fiction, Etc., Students Will Discover Creative Choices of Writers When Recording Memory, As Well As the Option to Reveal Contrasting Perspectives on Experience. For Example, Life of Pi, Perks of Being a Wallflower, Ordinary People All Reveal Distorted Perspectives With Regards to Memory.**

Students will apply information gained from various sources to foster an argument, draw conclusions, or determine a new position.

- **Through the Examination of Parables and the Research of Animals, Students Will Support Their Own Analysis and Perspectives in Life of Pi.**
- **From Closely Reading a Text, Students Will Develop Provocations. These Can Lead to Further Inquiry on Current Global Topics. For Example, In Persepolis, Religion, Sexuality, and War Are All Relevant Issues That Are Thought-Provoking When Applied to Other Cultural Circumstances.**

Students will be required to distinguish between reliable & unreliable texts, credible Internet sites, and bias & unbiased articles. In doing so students will be asked to determine bias, political agenda, and circumstantial details from the text when uncovering meaning. This will involve discovering multiple comparative sources, verifying evidence, and identifying the writer’s agenda by examining and researching a contemporary work’s setting.

- **For Instance, in The Laramie Project or The Hours an Understanding of Docudrama and Social & Political Movements in the 1980’s, Will Lead to Reveal Various Agendas and Perspectives Indicative to the Setting.**

In order for students to establish a reasonable perspective, it is imperative to establish a full understanding of theoretical approaches to literature and how they are conducted. Students will read feminist & Marxist criticism, among others, and be able to apply these approaches to the course content.

- **A Feminist & Marxist Reading of Interpreter of Maladies, The Hours and Persepolis Reveal the Inequality of Work and/or the Disparity of Social Classes**

**Revised: July, 2012**
Sample Assessments:
Students will conduct close readings, working with only the text – words on the page – to decipher meaning & decode the writer’s rhetoric: syntax, devices, grammar, diction, etc.

Students will mimic author’s uses of rhetoric by writing their own perspectives on memory.

Research projects will be generated. Sources will be gathered to indicate various differing perspectives on an international issue. By presenting different sides of a cultural argument, students will establish their own theses.

Instructional Strategies:

Interdisciplinary Connections
- An understanding of historical references is necessary when examining contemporary fiction and non fiction; students will research political movements, wars, & revolutions: Persepolis, The Hours, The Laramie Project

Technology Integration
- Recording sources with the use of NoodleTools.
- Use of Microsoft Word to exemplify superiority in MLA format.

Media Literacy Integration
- Students will read, view, compare and evaluate a variety of media, including text and films to compare and evaluate how ideas, perspectives and arguments are presented through fiction and non-fiction, as well as film and documentaries.

Global Perspectives
- Reading texts, such as Interpreter of Maladies, The Kite Runner, A Thousand Splendid Suns, Persepolis, Life of Pi, etc., students will be asked to explore cultural references, demographics, immigration, & geography.

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.

The following skills and themes listed to the

21st Century Skills:
right should be reflected in the design of units and lessons for this course or content area.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, Politics and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Anchor Standard—Writing: Text Types, Responding to Reading and Research

Text Type and Purposes:
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
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.

Big Ideas: Course Objectives / Content Statement(s)
- Personal Essay & Creative Writing – different styles for a variety of audiences
- Analytical Essay – thesis driven, well-supported, with organization
- Response Writing – journals, recording information in an organized fashion
- Editing and Proofreading – polishing a work
- The use of multi-media and technology to convey a position

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can creative writing demonstrate

Enduring Understandings
What will students understand about the big ideas?

- Students will understand that…
personal experiences in an effective manner?

- What is the value of responsive writing?
- When should various literary devices, styles, and techniques be employed to convey personality & voice?
- To what extent does the style and structure of writing support a position?
- What is the best way to organize an essay to prove an argument?
- How can technology enhance written communication?

Creative writing through the use of numerous techniques reveals personality and voice.

Recording responses propels further thoughts and ideas

Frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication.

If organized effectively, supportive sources add to the writer’s credibility and enhances the argument.

The choice of a specific writing style and structure is necessary to effectively communicate a message.

Technological tools can promote effective writing.

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purpose</strong></td>
<td><strong>Instructional Focus:</strong></td>
</tr>
<tr>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Students are required to apply various literary devices and reflect on techniques of diverse genres such as fables, memoirs and personal essays in their writing, incorporating creativity and self-examination</td>
</tr>
<tr>
<td>- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
<td>- Students must write a personal essay (using a college essay writing model) to show personality, stylistic and creative choices, and to promote voice.</td>
</tr>
<tr>
<td>- 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.</td>
<td>Students will be asked to summarize, assess, and critically evaluate multiple sources in writing about them. This will include MLA citations, incorporating quotations in a variety of sophisticated ways, and paraphrasing a writer’s words in a skillful manner.</td>
</tr>
<tr>
<td>- 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.</td>
<td>- A multitude of sources will be gathered, critiqued, annotated, and decisions will be made on what to utilize and incorporate into the final product.</td>
</tr>
<tr>
<td>- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>Students will create and refine the driving or essential questions for an extended research project. They will analyze, evaluate, and compare/contrast, through discussions and writing, the ideas and themes, such as one’s place in the world, found in literature and other media.</td>
</tr>
<tr>
<td></td>
<td>- Literature circles involve recording a group’s varying thoughts and</td>
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Revised: July, 2012
- Provide a concluding statement or section that follows from and supports the argument presented.

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

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

- Annotations – this form of note-taking is essential in this honors level course. Annotations reveal synthesis of thought and often lead to formulate individual ideas.

Students are required to creatively write about one another in a personal way through character description and storytelling.

- In this note card assignment, personality will be evoked in the use of vivid language and illustrative anecdotes. A person can be invented.

**Sample Assessments:**

- Write a notable college essay using certain criteria.
- Write a thesis-driven well-supported essay.
- Organize, craft, and refine an extended research project through several critical stages culminating in a final product, such as an Annotated Bibliography, that incorporates written elements.
- Write a close reading: Formal organized writing or journals on a specific text should demonstrate careful, sustained exploration of text beyond plot, a focus on the words, patterns, devices employed, and style.

A rubric is provided for the note card assignment (above). When all cards are graded and collected, they are distributed to students so every person receives a class set.

**Instructional Strategies:**

**Interdisciplinary Connections**

- Exploring topical and contemporary issues allows for student to make connections with all other subject areas, including social studies, science, the arts, technology, etc.

**Technology Integration**

- Integration of PowerPoint, Microsoft Word, NoodleTools, will enhance the presentation of students' arguments.

**Media Literacy Integration**

- Students explore the way the topic and/or position they have chosen is presented and perceived through
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### Research to Build and Present Knowledge

| 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. |
| 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. |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |

### Range of Writing

| 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. |

Global Perspectives

- Students will have the opportunity to explore how the same topics are viewed and debated in other cultures and how that compares to America.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration

Comprehension and Collaboration:
1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas: Course Objectives / Content Statement(s)
- Debate and oral argument
- Expression of personal experience in conjunction with content
- Presentations using language, visuals, research, and media
- Listening to, interpreting, evaluating a speaker using various media (speeches, prose, film, music, etc.)
- Socratic seminars and other models for academic discussion

Enduring Understandings
What will students understand about the big ideas?
- Participation in discussion necessitates offering support for ideas, and a successful speaker must have significant and ample evidence to support or refute positions in a variety of speaking situations.
- Various public speaking techniques - word choice, enunciation, inflection, etc. - play an important role in effective oral communication.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?
- How is a participant in an oral discussion best able to contribute original ideas in his/her use of spoken or visual language?
- When supporting a position in an oral discussion, what strategies should be used to present evidence to argue for or against a specific viewpoint?
- When is it appropriate to speak, and

Revised: July, 2012
<table>
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<tr>
<th>when is it more powerful to listen?</th>
<th>Elements of effective public speaking prepare one to engage in oral communication in a variety of settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does a listener evaluate spoken language? Does the material presented provoke further investigation and inquiry?</td>
<td>A good listener can comprehend both verbal and non-verbal cues and be decisive of when it is appropriate to speak/participate</td>
</tr>
<tr>
<td>• What specific words, styles, techniques impact the overall message of a speaker that a written text cannot?</td>
<td>Good discussions require participants who are open minded, of diverse perspectives, and who are willing and able to ask questions and build upon the ideas of others, while expressing their own ideas.</td>
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</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Instructional Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td>Students will be asked to support opinions and ideas with ample textual evidence and/or prior knowledge in active discussions, such as literature circles or classroom conversation, organized debates, and round table seminars. It is imperative that students actively listen to their peers in order to support or refute other perspectives.</td>
</tr>
<tr>
<td>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.</td>
<td>In literature circles, students will participate in discussions that involve critical thinking.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• On occasion, groups will be given a prompt/theme in order to flush out its embedded meaning or gather evidence to support a group thesis.</td>
</tr>
<tr>
<td>• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
<td>Students will critically analyze and evaluate different perspectives through listening.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• A Powerpoint presentation on a selected provocation from <em>Persepolis</em> involves an interactive audience. The class will question the speaker’s findings, suggest alternate views, and evaluate the speaker’s style and use of materials, as well as the information presented.</td>
</tr>
<tr>
<td>• 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.</td>
<td>Each student will create and orally present memories to the class.</td>
</tr>
</tbody>
</table>

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.

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.

**Presentation of Knowledge and Ideas**

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.

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.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**Sample Assessments:**

In a debate on Martel’s use of animals, students will use their close readings of a key passage, prior knowledge, and additional research to argue effectively. A rubric is used.

Students will receive feedback and evaluations from their peers and teacher for provocation/Powerpoint presentations.

- A rubric and individual listening guides are provided

Students will be asked to evaluate the effectiveness and cultural issues presented in various supplemental materials, including film: *Water, The Stoning of Soraya M., Temple Grandin, Darius Goes West,* etc.

In the unit on disability, students will research, write about, and present their findings on selected neurological, mental, and physical disorders. In oral informal presentations, students will contrast their findings. A rubric is provided.

In a music compilation, students will represent their school career of twelve years. This will include detailed journals that show how each piece of music triggers certain memories, but this project will also involve conversing and presenting one memory and song to the class.

**Instructional Strategies:**

**Interdisciplinary Connections**

- In a study of docudrama, students will listen to expertise on producing drama and accurately representing text and culturally relevant and historical moments.

**Technology Integration**

- Use of iTunes, YouTube, PowerPoint, iMovie and others will be used to enhance a speaker’s position or point of view.

**Media Literacy**

- Students will use varied form of media (i.e. music) to convey a memory or idea and connect to an audience.

**Global Perspectives**

- Evaluating cultural/global issues, traditions, doctrines, and practices in juxtaposition to own.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

<table>
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<th>21st Century Skills:</th>
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<tbody>
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<td>• Creativity and Innovation</td>
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<td>• Life and Career Skills</td>
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</tbody>
</table>

21st Century Themes (as applies to content area):

| Financial, Economic, Business, and Entrepreneurial Literacy |
| Civic Literacy |
| Health Literacy |

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**Anchor Standard—Language: Conventions, Effective Use and Vocabulary**

**Conventions of Standard English:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

**Big Ideas: Course Objectives / Content Statement(s)**

- Close Readings – evaluate vocabulary, structure of language, grammar and mechanics
- The comparison of language - in poetry, journalism, non-fiction essays, literature, etc.
- Editing language in writing and speaking

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**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can an understanding of mechanics improve a reader or listener’s understanding of the material?
- What is the impact of examining language, and its organization,

**Enduring Understandings**

*What will students understand about the big ideas?*

- Students will understand that… Effective communication incorporates the rules and convention of the English language to enhance the message.
- Dissecting language often portrays additional interpretations.
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Instructional Focus:</strong></td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use a variety of strategies for developing and acquiring vocabulary.</td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>• These may include using a vocabulary text that includes college level words or creating personal vocabulary lists in which students select words from the literature being read and find ways to incorporate them into their writing.</td>
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<tr>
<td><strong>Knowledge of Language</strong></td>
<td>Close readings involve skills to decode language.</td>
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<tr>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
<td>• In order to decipher the meaning of a passage, it is necessary to know the etymology of certain words.</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Usage</strong></td>
<td><strong>Sample Assessments:</strong></td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <em>grades 11–12 reading and content</em>, choosing flexibly from a range of strategies.</td>
<td>Students select words that are new or somewhat familiar to them from the reading done in class. They keep a running list of these words and periodically create a piece of writing in which they apply them in context.</td>
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<tr>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Students often present their findings/exploration on a passage, or word in a passage, for the class.</td>
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<tr>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>In numerous writing assignments, students will be assessed for emulating the writer’s style and/or for creatively using figurative language, vocabulary, and word relationships.</td>
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<tr>
<td><strong>Instructional Strategies:</strong></td>
<td>Students study words lists for which they will be tested periodically.</td>
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<tr>
<td>Interdisciplinary Connections</td>
<td><strong>Instructional Strategies:</strong></td>
</tr>
<tr>
<td>• Words may come from texts that use subject specific language (i.e. health/science—in our study of disabilities, politics—<em>The Laramie Project</em> and various supplemental readings).</td>
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</table>
Media Literacy Integration
—Students look at the way specific words and rhetorical devices are used in the media (i.e. political campaigns, current affairs)

Global Perspectives
- Because of the various worldwide cultures explored in the course content, students will need to research and understand vocabulary indicative to certain countries in order to truly comprehend its usage in a text or film; for example, *Interpreter of Maladies*, *The Curious Incident of the Dog in the Night-time*, *Water*, *49UP*.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
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<tbody>
<tr>
<td>Creativity and Innovation</td>
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<td>Critical Thinking and Problem Solving</td>
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<td>Communication and Collaboration</td>
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<td>Information Literacy</td>
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<td>Media Literacy</td>
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<td>Life and Career Skills</td>
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<tr>
<th>21st Century Themes (as applies to content area):</th>
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<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<tr>
<td>Civic Literacy</td>
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<tr>
<td>Health Literacy</td>
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**Texts and Resources:**

**Materials: Texts**

*The Life of Pi* – Yann Martel  
*Ordinary People* – Judith Guest  
*A Streetcar Named Desire* – Tennessee Williams  
*One Flew Over the Cuckoo’s Nest* – Ken Kesey  
*The Curious Incident of the Dog in the Night-time* – Mark Haddon  
*Native Son* – Richard A. Wright  
*Persepolis* – Marjane Satrapi  
*The Kite Runner* – Khaled Hosseini  
*Interpreter of Maladies* – Jhumpa Lahiri  
*The Power of One* – Bryce Courtenay  
*The Perks of Being a Wallflower* – Stephen Chbosky  
*Be True to Your School* – Bob Greene  
*The Hours* – Michael Cunningham  
*The Joy Luck Club* – Amy Tan  
*Am I Blue?* – Edited by Marion Dane Bauer  
*An Anthropologist on Mars* – Oliver Sacks  
*Into the Wild* – Jon Krakauer  
*A Walk in the Woods* – Bill Bryson  
*A Thousand Splendid Suns* – Khaled Hosseini  
*The Laramie Project* – Moises Kaufman

Revised: July, 2012
Materials: Film
49UP
Darius Goes West
Temple Grandin
Life is Beautiful
The Namesake
Water
The Stoning of Soraya M.
Tape
The Year My Parents Went on Vacation
Tuesdays with Morrie

General Software
Microsoft Office Software
iMovie
Garageband
PowerPoint

Course of Study

Honors English

Unit #1: First Semester
Foundation of Self-Discovery: Establishing One’s Place Within the Family & Community

Unit #2: Second Semester
Journey of Self-Discovery: Exploring One’s Roles and Responsibilities in the Nation & World