



**UNIT 1**

**Unit Title:** Understanding the Emotional and Psychological Effects of War

**Unit Description:** This unit will include the core book, *The Things They Carried*, as well as various poems and essays related to the emotional and psychological effects of war. Students will study how different writers portray their own perspectives on war.

**LEARNING GOALS**

**Enduring Understanding(s):**

- Readers gain deeper perspective on fiction when they understand the context.
- Characters, just like real people, react differently to conflicts.
- Historical fiction is a synthesis of personal experiences and author’s interpretation.
- War affects people both psychologically and physically.
- Different individuals react to one another in adverse situations.
- Events can shape the author’s purpose and tone.

**Essential Question(s):**

- How do authors weave together multiple themes to create a greater understanding of the human condition?
- What strategies can readers use to synthesize the themes within a text?
- How are readers prompted by the author to understand character motivation?
- How do authors develop character?
- How does conflict define and develop character?

**Content and Skills:**

**Students will be able to:**

- Understand the purpose of tone in fiction and in informational text.
- Identify how syntax and tone can support an author’s meaning.
- Research background information to create context when reading a narrative.
- Analyze varied texts in varied formats.
- Write an effective essay by using a critical stance and supporting detail.
- Understand how syntax and diction support an author’s tone.
- Understand how literary elements support an author’s theme (setting, characterization, plot).

**Standards Addressed:**

**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.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

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.SL.11-12.1.a

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.11-12.1.b

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.L.11-12.4.a

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.

## UNIT 2

**Unit Title:** Defining a Hero Through Society's Eyes

**Unit Description:** The core text will introduce, or reintroduce, students to the progression of the epic hero. Through in depth studies of *Beowulf*, as well as other independent readings, students will recognize the various components that are present in defining a hero dependent on the society in which he evolves. This is a skill-driven unit that can use many texts to accompany the core, but different mediums and genres of texts can be used including fiction, non-fiction, poetry, and video.

By the end of the unit of study, students will be capable of demonstrating understanding of how someone emerges a hero dependent on a particular society. Furthermore, they will be capable of doing this by providing strong effective textual support to illustrate their understanding.

## LEARNING GOALS

### Enduring Understanding(s):

- Genre influences the way readers engage with and interpret a text.
- The choices that individuals make affect how they live their lives.
- Reading is a way to explore personal challenges and build understanding of the

### Essential Question(s):

- How is literature able to exemplify that a character's yearning and fears contribute to individual and societal flaws?
- Does genre selection impact successful communication of author's purpose?
- Can one character, or people in real life, be

- many dimensions of human experience.
- Literature reflects the context of the society for which it is portraying
  - Heroes are defined differently throughout various cultures.

- truly good or truly evil?
- How do characters' complexities develop in response to societal dictates?

**Content and Skills:**  
**Students will be able to:**

- Explore how human behavior is greatly affected by uncontrolled environments and societies.
- Explore how human motives and needs found in the real world are often mirrored in literature.
- Explore how societal expectations surrounding heroic people and deeds are constantly evolving.
- Explore how characters undergoing a physical journey also develop psychologically, emotionally, spiritually, and intellectually.
- Understand the complexities of the epic hero.
- Read and analyze multiple texts in varied formats.
- Close read and analyze a core text for character development.

**Standards Addressed:**  
**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.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

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

CCSS.ELA-Literacy.RI.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.W.11-12.2.b

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.

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.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.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.L.11-12.3

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

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.

### UNIT 3

**Unit Title:** Individual Flaws Exacerbated by Nature or Nurture

**Unit Description:** This unit will focus on the emergence of distorted ambition (nature) while simultaneously examining the catalyst or forces behind the yearning for power (nurture). While studying this theme, this unit will also address a careful study of literature written by Shakespeare.

### LEARNING GOALS

#### Enduring Understanding(s):

- Genre influences the way readers engage with and interpret a text.
- The choices that individuals make are affected by nature and nurture
- Literature reflects the context of the society which it is portraying

#### Essential Question(s):

- What makes Shakespeare's texts enduring?
- Does genre selection impact successful communication of author's purpose?
- How are a person's choices shaped by nature and nurture?
- How are we held accountable for the decisions that we make?
- How does literature connect to the reader, to other texts, or to society?

#### Content and Skills:

##### Students will know that:

- Authors use a character's motivation, desire, loyalty, actions and interactions with others to advance the plot and develop theme.
- Effectively integrating quotations into writing strengthens essays
- Authors use specific and intentional literary devices and diction to convey their purpose and impart meaning
- Authors express a variety of human emotions and experiences through their writing

##### Students will be able to:

- Effectively integrate quotations into their essays.
- Analyze an author's use and purpose of literary devices

- Trace and understand the downfall or unraveling of a character within literature.
- Evaluate what makes a good piece of literature

**Standards Addressed:**

**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.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RI.11-12.3

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

CCSS.ELA-Literacy.RI.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

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.11-12.5

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.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.11-12.2

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.11-12.6

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

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.11-12.3

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.

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.

## UNIT 4

**Unit Title:** The Impact of Individualism in a Collective Society

**Unit Description:** The core text will introduce, or reintroduce, students to an archetype of a tragic hero. Having studied American Literature during sophomore year concerning John Proctor in “The Crucible,” students will gain another perspective of what a tragic heroine is through “Antigone.” “Fences” by August Wilson may be used in addition to/ in place of Antigone.

Further, students will study modes of both civil disobedience and rhetoric as they apply not only to literature, but also to real world connections.

### LEARNING GOALS

#### Enduring Understanding(s):

- The choices that characters make affect how they develop.
- Readers can explore personal and collective challenges and build understanding of the many dimensions of human experience.
- Authors illustrate societal norms and explore how characters respond to these expectations
- Authors allow readers to explore and question their own values by presenting morally ambiguous conflicts.

#### Essential Question(s):

- Can one character, or people in real life, be truly good or truly evil?
- How do characters’ complexities develop in response to societal norms?
- How does literature effectively employ rhetoric?
- What is an author’s purpose in constructing foil characters who both effectively utilize rhetoric?
- Is civil disobedience an asset or a detriment to society?

#### Content and Skills:

##### Students will know that:

- Human motives and needs found in the real world are often mirrored in literature.
- Human behavior is greatly affected by societal norms.
- There is great ambiguity and risk surrounding following one's conscience.
- There are effective means of persuasion in literature.

##### Students will be able to:

- Analyze the human condition presented in the play and make text to text, text to self, and text to world connections.
- Recognize dramatic and rhetorical devices within literature and analyze how the devices convey meaning.
- Recognize various societal norms which impact character behavior.
- Understand that civil disobedience can be accomplished or utilized in many different ways.

#### Standards Addressed:

##### Connecticut Core Standards:

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.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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.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.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.11-12.2

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.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## UNIT 5

**Unit Title:** The Downfalls of Social Classes

**Unit Description:** In this unit, Chaucer paints a vivid picture of a real-life society evidenced in his time, paying particular attention to the corruption and flaws found within people due to societal class. Throughout the tale, different characters embody different classes as well as a composite look of Chaucer's medieval England.

## LEARNING GOALS

### Enduring Understanding(s):

- People are complex. They are neither truly good or truly evil.

### Essential Question(s):

- How does author's craft employ satire within a piece of literature?

- Literature mirrors the flawed societal class system.
- Authors use satire as a tool to expose societal flaws, such as corruption, greed, and moral indiscretions.

- Can society dictate that one character, or person in real life, be truly good or truly evil?
- How do characters' complexities develop in response to society's rules?
- How do society's rules make an individual powerful or powerless?
- Why do authors illustrate societal flaws for readers?
- Are societal stereotypes presented in literature authentic?

**Content and Skills:**

**Students will know that:**

- Human motives and needs found in the real world are often mirrored in literature.
- Human behavior is greatly affected by societal dictates.
- Microcosm of "collection of characters" is a macrocosm of "societal roles and norms"
- Societal stereotypes are consistent with time, place, and culture

**Students will be able to:**

- Recognize various societal norms which impact character behavior and societal class
- Recognize and analyze societal stereotypes
- Understand an author's tone through circumstances and events within literature, such as through character discourse and narrative
- Analyze the author's intentions or purpose through satire

**Standards Addressed:**

**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.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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.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.11-12.5

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.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.11-12.2

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.11-12.6

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

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.11-12.3

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.

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.

## UNIT 6

**Unit Title:** Understanding Societal Flaws and Our Own Flaws Through Literature

**Unit Description:** This unit will encompass the core text, *Lord of the Flies*. Through in depth studies of *Lord of the Flies* and various other independent literature, with a main focus on dystopian literature, students will understand how societal flaws can be shown through literature.

### LEARNING GOALS

#### Enduring Understandings

- There is an inherent need for rules in any society.
- Personalities will be influenced positively or negatively by environment as well as other people.
- Literature reveals the spectrum of morality in society.
- Authors use symbolism to develop characters and plot.
- Writers analyze literature and synthesize their ideas by creating a thesis and defending it with evidence from varying texts.

#### Essential Question(s):

- What makes an individual powerful?
- How does a change in power influence society?
- How and why do authors create literary characters that personify fear and motivation?
- How do writers defend their ideas about text?

#### Content and Skills:

##### Students will know:

- Symbols develop theme(s), including the island, the pig's head, the conch shell, fire, and the glasses
- *Lord of the Flies* differs from a dystopian novel because it lacks the supernatural element. It also has dystopian text features which include: oppression, dehumanized state, exaggerated worst-case

scenarios, makes a criticism about society.

- A dystopian protagonist varies from a typical literary protagonist.
- Human motives and needs found in the real world are often mirrored in literature.

**Students will be able to:**

- Analyze how plot line shapes characters' relationships, actions, and behaviors, both within a character's psyche and social interactions.
- Determine and defend theme(s) (How do the events, characters, and symbols contribute to the theme(s)?)
- Identify the text features of dystopian literature
- Through written response, communicate how a piece of literature mirrors the human condition. (Focus on strong thesis statement and elaboration of evidence)

**Standards Addressed:**

**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.11-12.3

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.11-12.6

Analyze a case in which grasping a 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.RI.11-12.3

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

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.W.11-12.2

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

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.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.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.6

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

