

## **Implementing District Standards**

The district standards for this unit are determined by the CMS Humanities Department and published on the CMS website as “English Support Documents.”

### **Reading Standards for Informational Texts**

These standards apply to the essay “America: The Multinational Society” by Ishmael Reed and the essay “The America I Believe In” by Colin Powell. They also apply to the autobiographies by Sonia Sotomayor and Barack Obama. These standards also apply to the weekly current news articles that students will read throughout the unit. These current news articles are referred to as “Articles of the Week” and will come from current news sources. They will focus on the themes of culture, identity, American dream, and American role models.

RI.11-12.1 Cite 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. Students will need to support any response they provide with evidence from the text.

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. Students will need to comprehend the main idea of the text, and explain how the main ideas are developed.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, convincing, and engaging. Students will analyze the arguments made by Reed and Powell, and determine their effectiveness.

RI.11-12.6 Determine an author’s point of view or purpose in a text. Students will explore the different point of views of diverse authors.

RI.11-12.10 Read and comprehend literary nonfiction.

### **Reading Standards for Literature**

These standards apply to the poetry, excerpts from *The House on Mango Street*, excerpt from *Drown*, and the novel *The Great Gatsby* we will read throughout the unit.

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.

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. Students will be able to communicate the themes of the texts, and explain how they are developed throughout the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative meanings; analyze the impact of specific word choices on meaning and tone. Students will be able to identify examples of figurative language in this unit, and explain the connotation of the words and phrases used in the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. Students will be able to experience a variety of texts; therefore, they will be able to compare and contrast the authors' stylistic choices.

### **Writing Standards**

These standards will apply to the written responses students will compose throughout the unit. They will also apply to the personal essay they will write as a culminating activity.

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. In activities such as "RAFT" and the Reader Response journal, students will have to make an argument about the American dream, and support their argument with evidence.

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 the content. Students will write a personal essay that describes their idea of the American dream. They will need to convey their thoughts about the American dream, while informing the audience about what they have learned throughout the unit.

W.11-12.2f 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). Students will have to conclude the culminating writing task with an effective conclusion that pulls together their thoughts on the American dream.

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. Students will imitate Sandra Cisneros, as well as, Ntozake Shange to show their identity and culture.

W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Students will reflect on their identity and culture, as they imitate an author's style.

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. Students will pull together multiple ideas into a conclusion.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will be able to meet the requirements of the various writing assignments through this unit, including, a RAFT.

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. The culminating task will require students to complete the writing process in order to submit a polished final essay.

### **Standards for Speaking and Listening**

Throughout this unit, students will be responsible for communicating their thoughts and opinions in partner discussions, small group discussions, and full class discussions.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. Students will need to actively listen to the ideas of other students, and clearly present their own ideas.

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. Anytime students are participating in a discussion, they will need to support their responses with evidence from the text.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Students will need to use formal English during our Socratic Seminar so that they are communicating effectively in an academic setting.