

## Area of Focus: 11<sup>th</sup> Grade American History

### Learning Objectives:

Students will gain a deeper understanding of history as it pertains to the founding of our nation. They will make connections between our nation's history and the Bible. They will be able to recognize God's hand in the establishment of America and His eternal purposes for doing so. Topics studied will include: The Abrahamic Covenant; His-Story of the Bible and Its People/Reformation; America's Founding as a Promised Land/Covenant People

### Teaching Methods and Process

#### Research:

- Students will read and annotate the following: *The World's Greatest Book*, His-Story timeline; His-Story At-A-Glance; How the Bible Came to Be; 1 Nephi 13, 2 Nephi 10; Ether 2; Abrahamic Covenant chart; *The Covenant*; Tytler Cycle

#### Reason:

- Recognize God's hand in the establishment of America and His eternal purposes for doing so
- Understand the cause and effect nature of covenants; Define and explain God's omniscience, omnipotence and love
- Understand the centrality of the Abrahamic Covenant and its 3Ps in His-Story; Differentiate between secular and sacred viewpoints of history

#### Relate:

- Students will ask themselves the following questions and will ponder, write and discuss their answers: How do modern-day temples, prophets, covenants, scripture, gathering of Israel fit me into His-Story?; Am I anxiously engaged in His covenant? Am I one of His chosen people in this chosen land, chosen to do a great work?

#### Record:

- Unit Project - Create Abrahamic Covenant chart and timeline at a glance; key events and people in His-Story

### Learning Evaluation: Heart and Mind

The culminating unit project of creating an Abrahamic Covenant chart and timeline will serve as the assessment for this unit. In addition, students will compose a PowerPoint presentation that synthesizes their learning of the three sub-units in this area of focus.

## Area of Focus: 11<sup>th</sup> Grade History, Correct Principles of Government for America (1760-1800)

### Learning Objectives:

Students will study and better understand The Declaration of Independence and The Constitution of the United States of America. Within these studies, they will gain an appreciation for the Divine hand in our nation's founding.

### Teaching Methods and Process

#### Research:

- Students will read and annotate the following: In the Constitution series, various excerpts from *The Federalist Papers*, *The Law*, *The Proper Role of Government*, *Founders and Prophets*; Patrick Henry's Speech

#### Reason:

- Recognize and define the foundational principles upon which America was founded
- Articulate and defend the clauses in the Constitution which uphold the principles of freedom

#### Relate:

- Students will ask themselves the following questions and will ponder, write and discuss their answers: How do I see the principles of freedom manifest in my own life and the world around me today? And, how have those principles affected His-Story throughout time?

#### Record:

- Unit Project - Key Clauses of the Constitution oral presentation/ Project-based Learning

### Learning Evaluation: Heart and Mind

The assessment/evaluation for this unit is the Clauses of the Constitution oral presentation each student will give. In preparing for such, they will research, analyze, write, and present oral and written reports on their assigned topic.

## Area of Focus: 11<sup>th</sup> Grade History, Establishing a National Character (1800-1840)

### Learning Objectives:

Students will study The Second Great Awakening; Jeffersonian/Jacksonian America; Slavery. They will understand the fundamental principles that led our nation to this point in history and make corresponding connections to their lives today.

### Teaching Methods and Process

#### Research:

- Students will read and annotate excerpts from works and articles on the following topics: Temperance, Abolitionism; *Marbury v Madison*; *McCulloch v Maryland*; Indian Removal Act; Jackson's veto message to Congress; Elizabeth Cady Stanton - Declaration of Sentiments; Nat Turner rebellion; Harriet Tubman

#### Reason:

- Identify how religious influences of the time shaped America politically, socially and culturally

- Analyze the rise of the Democratic Revolution and its benefits and risks
- Understand and explain the competing economic, political and social norms surrounding slavery

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Who am I becoming and am I aware of it/intentional about it?; What religious, economic and cultural forces are working on me? Do I have any prejudice I need to eradicate from my life?

**Record:**

- Unit Project - What's my -ism? Reflective essay/project-based learning on personal bias and prejudice

**Learning Evaluation: Heart and Mind**

Each student will compose a reflective essay wherein they evaluate their personal bias and analyze how that bias is affecting their daily decisions.

**Area of Focus: 11<sup>th</sup> Grade History, Expansion and Conflict (1840-1880)**

**Learning Objectives:**

Students will study the Mexican-American War; Civil War; Reconstruction. They will glean insight to the political situation of the era and make corresponding connections to their lives today.

**Teaching Methods and Process**

**Research:**

- Students will read and annotate excerpts from works and articles on the following topics: Pres. Polk's Request to Congress M-A war; Robert E. Lee letter on slavery; Lincoln-Douglas debates; original writings of Lincoln; tariffs; Jefferson Davis letters; Emancipation Proclamation & Lincoln; Gettysburg Address, 2nd Inaugural Address; Manifest Destiny; Missouri Compromise; Dred Scott

**Reason:**

- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Analyze and explain how the military and political goals of the civil war brought about significant changes to social and economic life of U.S.
- Analyze the goals of reconstruction of various stakeholders and explain why/how each failed or succeeded

**Relate:**

- Students will ask themselves the following question and will ponder, write and discuss their answers: How does the power of rhetoric affect my decisions today?

**Record:**

- Unit Project - Analytical essay: What was the cause of the Civil War?

**Learning Evaluation: Heart and Mind**

Students will compose an analytical essay on the cause of the Civil War.

## Area of Focus: 11<sup>th</sup> Grade History, An Emerging World Power (1880-1917)

### Learning Objectives:

Students will better understand the Mexican-American War; Civil War; Reconstruction. They will participate in discussion models that foster thought and analysis as it pertains to these wars and how they shaped the American landscape.

### Teaching Methods and Process

#### Research:

- Students will read and annotate excerpts from works and articles on the following topics: Yellow journalism in original newspapers; Wilson addresses; Lusitania newspaper clipping; Sen. Norris; Zimmerman letter; LDS perspectives on war; Plessy v Ferguson; Anti-Trust against business tycoons

#### Reason:

- Analyze the power of rhetoric to influence popular opinion; Identify and explain the positive and negative effects of expansionism and imperialism
- Compare/contrast principles of the free market and unjust control over economic levers; explain causal relationship of both of free market and government/big business-controlled markets
- Evaluate the merit of arguments for and against America entering WWI from original source documents

#### Relate:

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Am I aware of/influenced by fake news in today's media?; Where do I stand on war?; Is big business/government collusion alive today?; Is profit motive bad or good? Can peoples' stated intentions differ from their actual desires?

#### Record:

- Students will record their learning throughout the unit through notetaking
- Unit Project - Argumentative Essay with 7 sources - Should America Have Entered WWI?

### Learning Evaluation: Heart and Mind

Students will compose an Argumentative Essay with a minimum of 7 sources on the topic, "Should America Have Entered WW1?"

## Area of Focus: 11<sup>th</sup> Grade History, The Progressive Era (1917-1940)

### Learning Objectives

Students will gain a deeper understanding of how The Roaring 20's; The Great Depression/Dust Bowl; New Deal helped shape our current political and social landscape in America.

## Teaching Methods and Process

### Research:

- Students will read and annotate excerpts from works and articles on the following topics: Statistics; New Deal legislation; federal agency enactments; TR Progressive Party platform of 1912; FDR Commonwealth Club Address; Hoover - Consequences of the New Deal; FDR 1944 State of the Union

### Reason:

- Evaluate the economic prosperity of the roaring 20's and determine its cause and effect on the depression
- Determine the leading causes and dramatic effects of the Great Depression on the U.S. and its impact on political, cultural and social norms
- Analyze Constitutional implications of the programs, philosophies, trends, and claims of the New Deal and its effect then and now

### Relate:

- Students will ask themselves the following questions and will ponder, write and discuss their answers: When times get rough do I turn to new ideas or to time-tested principles?; Is my lifestyle more like the Roaring 20's or the Depression and what should it be?

### Record:

- Unit Project - The New Deal was a \_\_\_\_\_ Deal. Persuasive Essay on merits or downfalls of FDRs new deal drawn from textual evidence

## Learning Evaluation: Heart and Mind

Students will review their learning from this unit, select a position, and compose a persuasive essay on the merits or downfalls of FDRs new deal. They must rely on textual evidence and support their position with thoughtful, meaningful argumentation.

## Area of Focus: 11<sup>th</sup> Grade History, The Modern State and the Age of Liberalism (1940-1980)

### Learning Objectives:

Students will study World War II, The Korean War, Vietnam War, Cold War and United Nations; Sex, Drugs and Rock 'n Roll Cultural Revolution; The Civil Rights Movement. They will deepen their understanding and knowledge of how these important events shaped the social climate in America. They will make real-world connections between the events in history and their current lives.

## Teaching Methods and Process

### Research:

Students will read and annotate excerpts from works and articles on the following topics: Cuban Missile Crisis radio address; Cold War timeline; FDR fireside chats; Lindbergh speeches; J. Reuben Clark on A-bomb; Japanese internment original sources; Brown v Board of Education; "I Have a Dream"; LBJ "Great Society" speech; Roe v Wade

**Reason:**

- Evaluate the effects of interventionism and its attendant risks, benefits and consequences
- Explain the causes of the hippie movement and its effects on America then and now
- Identify and explain what events led to the Civil Rights movement and evaluate its success

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: What are my views on social "progress"?; Is staying in/breaking out of the social construct good/bad?

**Record:**

- Unit Project - Project Based Learning presentation on selected issue

**Learning Evaluation: Heart and Mind**

Participation in the various discussion modules utilized will serve as the assessment tool for this unit.

**Area of Focus: 11<sup>th</sup> Grade History, Globalism, Capitalism and the New Millenium (1980-2018)****Learning Objectives:**

Students will study and better understand the Reagan Era; War on Terror; Redefining Morals: LGBTQ+ and Gay Marriage. They will consider varying perspectives and analyze how these events continue to shape our modern America.

**Teaching Methods and Process****Research:**

- Students will read and annotate excerpts from works and articles on the following topics: "Tear Down This Wall" speech; Supreme Court cases; current news; Reagan "A Time for Choosing"; Obergefell v Hodges

**Reason:**

- Describe Reagan's policies in historical context and evaluate his rhetorical effectiveness in accomplishing his goals.
- Compare/contrast the breadth of modern-day warfare and declarations of war to those of early America
- Make a historically defensible claim as to whether new trends in morality are a continuation of or an abrupt change to America's evolving history

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Is the War on Terror productive, constitutionally-justified, and/or legitimate?; How do I fit the LGBTQ movement into my value system of love, tolerance and moral law?; Where is America (where am I) in the Tytler cycle?

**Record:**

- Unit Project - Project Based Learning - What/Who is America?

**Learning Evaluation: Heart and Mind**

Students will participate in a PBL project as a culmination of learning. They will choose a project that is meaningful to them and work over a period of weeks to complete same.

**Area of Focus: 11<sup>th</sup> Grade, American Literature, George Washington Carver: The Man Who Overcame by Lawrence Eliot****Learning Objectives:**

*George Washington Carver: The Man Who Overcame* by Lawrence Eliot

Students will explore and discover various aspects surrounding the following themes:

Education is the Door to Opportunity

The Beauty and Limitless Possibilities of God's Handiwork - Nature!

Curiosity is the Fuel to Fire Happiness and Creativity

**Teaching Methods and Process:****Research:**

- The book will be read in class as a whole group and in small groups.
- Students will annotate and discuss various thematic elements of the book
- Students will research the life of George Washington Carver and the social, economic and political setting he found himself in and how that affected his life.

**Reason:**

- Grasp the deeper meaning and teaching of the text (Carver's life) as distinguished from textual information
- Explain how specific events, ideas and individuals interact and develop over the course of the life of Carver
- Analyze word usage and style and determine its effectiveness in the overall tone and moral teachings in the novel

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: What am I doing to sacrifice for my education?; Do I stop and "smell the roses" in my life or am I too busy?; Am I curious about everything God knows and does?; Do I see myself as a victim or as an agent?

**Record:**

- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

**Learning Evaluation: Heart and Mind**

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

## Area of Focus: 11<sup>th</sup> Grade, American Literature, Up From Slavery by Booker T. Washington

### Learning Objectives:

Students will explore and discover various aspects surrounding the following themes:  
The dignity of labor and how a man's connection with what he creates adds immensely to his self-worth and his sense of belonging in the world.

Meritocracy: The belief that man values and assimilates into his life those people who add value to his life.

Gradual racial progress as opposed to violent, sudden and hollow immediate equality.

### Teaching Methods and Process:

#### Research:

- The book will be read in class as a whole group and in small groups. Individual at-home reading will also be assigned.
- Students will annotate and discuss various thematic elements of the book
- Students will research the life of Booker T. Washington and the social, economic and political setting he found himself in and how that affected his life.

#### Reason:

- Analyze how Washington uses and refines the meaning of the dignity of labor and of meritocracy over the course of the text
- Determine Washington's point of view or purpose in writing Up From Slavery and evaluate whether he accomplishes his designs
- Identify and evaluate the timetables and methods by which God brings about His purposes

#### Relate:

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Do I value labor or do I see it as menial?; Do I believe/act as if meritocracy governs the world I live in?; Do I trust God's timing and personal interest in my life?

#### Record:

- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

### Learning Evaluation: Heart and Mind

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

## Area of Focus, 11<sup>th</sup> Grade Literature, Julius Caesar by William Shakespeare

### Learning Objectives:

Students will explore and discover various aspects surrounding the following themes:

Manhood, Honor and Pride



Fate v. Free Will  
Public Self v Private Self

### **Teaching Methods and Process:**

#### **Research:**

- The book will be read in class as a whole group with different students taking on different characters on a daily basis.
- Students will pause periodically to discuss various literary elements throughout the book
- Students will research the life of Julius Caesar and the social, economic and political setting he found himself in and how that affected his life.

#### **Reason:**

- Determine the meaning of words and phrases in the text including connotation and figurative meanings and their use and impact on the story in terms of tone
- Analyze a complex set of ideas or sequence of events
- Identify specific actions and words of various characters who collectively support a foundational theme

#### **Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Where are my blindspots?; Am I the same in public and private and should I be?; How much control do I have over my life?

#### **Record:**

- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

### **Learning Evaluation: Heart and Mind**

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

### **Area of Focus: 11<sup>th</sup> Grade Literature, Uncle Tom's Cabin by Harriet Beecher Stowe**

#### **Learning Objectives:**

- Students will explore and discover various aspects surrounding the following themes:
- Complete consecration and submission to God
- The Incompatibility of Slavery and Christian Principles
- Empowerment of Women

### **Teaching Methods and Process:**

#### **Research:**

- The book will be read in class as a whole group and in small groups but mostly at home.

- Literary elements and themes will be annotated and shared with fellow students in class.
- Students will research the life of Harriet Beecher Stowe and the social, economic and political setting she found herself in and how that affected her life.

**Reason:**

- Analyze the historical, cultural, social and political impact of Uncle Tom’s Cabin upon its time and vice versa
- Cite specific textual evidence to support analysis of explicit and implied textual themes (Christianity, slavery, and women, etc)
- Use textual evidence to engage in support of critics or in opposition to them

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: Do I trust God enough to let go of my own will and glory in His?; Does what I know and what I do align?

**Record:**

- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

**Learning Evaluation: Heart and Mind**

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

**Area of Focus: 11<sup>th</sup> Grade Literature, The Scarlet Letter by Nathaniel Hawthorne**

**Learning Objectives:**

Students will explore and discover various aspects surrounding the following themes:

The Nature of Evil

Societal Judgment and Punishment

Guilt and Reparation

**Teaching Methods and Process:**

**Research:**

- The book will be read in class as a whole group and in small groups and at home.
- Literary elements and themes will be annotated and shared with fellow students in class.
- Students will research the life of Nathaniel Hawthorne and the social, economic and political setting he found himself in and how that affected his life.

**Reason:**

- Identify the literary elements of symbolism and foreshadowing throughout the novel and the role they play in developing its themes

- Determine and analyze the textual themes of judgment and punishment and how they interact and build on each other throughout the novel
- Analyze the author's choices in regards to literary elements (plot, setting, character development, etc) and their effectiveness

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: What Scarlet Letters do I carry or let others put on me?; How do I view and handle sin in my life and in the lives of others?; Can good come of guilt?

**Record:**

- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

**Learning Evaluation: Heart and Mind**

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

**Area of Focus: 11th Grade Literature, To Kill a Mockingbird by Harper Lee**

**Learning Objectives:**

Students will explore and discover various aspects surrounding the following themes:

The Coexistence of Good/Evil and Social Inequality/Injustice

The Foundational Teaching of Moral Education

Empathy: The Importance of Walking in Another's Skin

**Teaching Methods and Process:**

**Research:**

- The book will be read in class as a whole group and in small groups and at home individually.
- Literary elements and themes will be annotated and shared with fellow students in class.
- Students will research the life of Harper Lee and the social, economic and political setting he found himself in and how that affected his life.

**Reason:**

- Identify recurring themes of empathy, injustice, and moral character and describe their continuity and deepening complexity over the totality of the novel.
- Consider Harper Lee's word choice and colloquialisms and their effect on the novel
- Compare and contrast To Kill a Mockingbird with how Uncle Tom's Cabin, Up From Slavery and The Man Who Overcame address racism, and its related themes of oppression and victimization

**Relate:**

- Students will ask themselves the following questions and will ponder, write and discuss their answers: How do I deal with injustice?; Who do I look to as my Atticus?; Do I truly empathize with others?
- Record:
- Students will engage in various writing prompts, reflection journals and in an end-of-term Project-Based Learning Activity

**Learning Evaluation: Heart and Mind**

Students will participate in a series of discussion models (Socratic Circles, Fishbowl, Agreement Circle) as we discuss the themes outlined in this novel. Their preparation and participation in same comprise much of their assessment for this unit. Additionally, they will compose and respond to resolutions that connect to the selected themes. They will be evaluated on their ability to write, select appropriate evidences, and support their desired position.

**Area of Focus: 11<sup>th</sup> Grade Written Portfolio, Literary Analysis****Learning Objectives:**

Poetry: Appreciate this genre of writing for its artistic and highly emotional appeal to the senses.

Rhetorical devices: Identify and use in their writing allusion, alliteration, metaphor, repetition, symbolism, ethos, pathos, logos

Short Stories: Identify and explain an author's point of view, purpose and intended audience and their effects on the pieces written

**Teaching Methods and Process:****Research:**

- Research: Read various pieces of poetry; Pres Russel M. Nelson's talk, "Reverence for Life" and various other general conference talks to analyze structure and use of rhetorical skills.

**Reason:**

- Students will make connections between the poetry selections and their own lives
- Students will consider the timeless power of poetry – and what makes that so
- Students will study the story arc in the short story selections and map out same

**Relate:**

- Students will consider the following: Do I appreciate poetry and understand its purpose and power?; Can I see the value of using rhetoric in trying to persuade others to come unto Christ or for any other reason as well?; How can I more effectively implement pathos, logos and ethos in my rhetoric?

**Record:**

- Students will have the opportunity to compose pieces of poetry, as well as a short story of their choosing

**Learning Evaluation: Heart and Mind:**

Assessment for this unit will be the poetry pieces and short stories composed by the students.

**Area of Focus: 11<sup>th</sup> Grade Written Portfolio, Persuasive Essay****Learning Objectives:**

Students will learn the importance of seeking out credible sources for their research. They will gain a greater understanding of the elements of argumentation (ethos, pathos, logos) and respectfully engage in academic discourse as they research their selected topic and work through the process of composing a thoughtful essay.

**Teaching Methods and Process:****Research:**

- Students will practice finding and culling sources from credible sources
- Students will learn how to organize their research
- Students will review the rules of MLA and include them in their work

**Reason:**

- Students will make connections between the research they find and their ultimate argumentation points for the essay
- They will be able to cite specific textual evidence to support their analysis – and further understand the purpose of citing evidence

**Relate:**

- Students will be able to relate the argumentation techniques we learn in this unit to their daily, personal interactions
- Students will gain a respect and understanding for fair, academic discourse

**Record:**

- Students will keep response journals as we work through this unit
- Students will compose their essay, including a required MLA Works Cited Page

**Learning Evaluation: Heart and Mind:**

The resulting Persuasive Essay will be a culmination of learning and assessment tool for this unit.

**Area of Focus: 11<sup>th</sup> Grade Written Portfolio, A Look at Synthesis****Learning Objectives:**

Students will learn and review effective research skills as well as citation and source choices.

**Teaching Methods and Process:****Research:**

- Students will master Utah's Online Library, Literary Databases, Google Scholar, Words of the Prophets, modern and ancient personal interviews

**Reason:**

- Students will determine credibility and applicability of sources
- Locate and mine applicable data
- Self-evaluate and determine what biases exist in their own thinking

**Relate:**

- Students will discuss and consider one's tendency to oversimplify, misinterpret, or exaggerate the validity of opinions
- Students will make connections to various points in their lives and said biases

**Record:**

- Students will compose a synthesis paper

**Learning Evaluation: Heart and Mind:**

Participation in class discussions and the final synthesis paper will serve as the learning assessment for this unit.