

Eleventh Grade: ELA Core Standards Overview

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources 1
- Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible
- Sharing research, findings, and evidence clearly and concisely
- Making strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest
- Determining or clarifying the meaning of words and phrases, choosing flexibly from multiple strategies, such as using context, Greek and Latin roots (e.g., *bene* as in benefactor or benevolent), patterns of words (conceive, conception, conceivable), and consulting specialized reference materials (e.g., dictionaries, glossaries, thesauruses)
- Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the written materials

**Eleventh Grade
English Language Arts
Year at a Glance 2016-2017**

	8 Weeks		7-8 Weeks	6-7 Weeks	8-9 Weeks	5-6 Weeks
Unit Theme	The New World / Colonial America	A New Nation	American Romanticism	A Troubled Young Nation	Emerging Modernism	Challenges and Successes of the Twentieth Century
Essential Question	What influences shaped Colonial America?	How did the philosophy of the Age of Reason influence the founding of America?	What philosophies influenced American Romanticism?	How did the 19th Century shape what it means to be an American?	How did world events influence isolation and disillusionment in the early American twentieth century?	How does postmodern text reflect change in American values and culture?
Writing Focus	Informative/ Rhetorical Analysis	Argument / Rhetorical Analysis	Argument Narrative	Argument Narrative	Informative/ Explanatory	Informative/ Explanatory
Social Studies Connections	What is the American colonial experience?	How is the development of the United States form of government a compound constitutional republic?	What was pre--- Reconstruction America like?	Where, how, and why did pre--- Reconstruction America expand?	How did the growth of industry change the United States?	What was the social reform that occurred at the turn of the century?

Key Terms	Words for Review: Culture, Analysis, Point of view	Argumentation, Claims, Counter--- Claims, Evidence, Reasons	Paradox	Abolition, Mood	Dialect	Culture
	Tier II: Simile, Metaphor, Allegory, Analogy, Connotative language, Denotative language, first person narration, unreliable narrator, third person limited, third person omniscient, imagery, tone, irony	Diction, Rhetoric, Ethos, Logos, Pathos, Rhetorical Device, Structure, Syntax Bias		Autobiography, Biography, Dialect, Naturalism, Realism, Regionalism, Satire	Flashback, Foreshadowing, Industrialization ,	Minimalism, Postmodernism Civil Rights, Cold War, McCarthyism
	Tier III: Protestant Reformation, Puritanism Oxymoron	Age of Reason, Age of Enlightenment, Nationalism	Realism, Romanticism, Self--- Reliance, Transcendentalism, Utopian Societies Naturalism, Optimism,, "Fireside Poets," Individualism, Manifest Destiny	Abolition, Antebellum	Interior Monologue, Lost Generation, Prohibition Era, Stream of Consciousness, Alienation, American Dream, Disillusionment, Harlem Renaissance	Assimilation, Counter---culture

Eleventh Grade Unit 1 Theme: The New World and Colonial America

In this unit students will discuss what influences shaped colonial America and why people explore new worlds, through the reading of period---related texts and the writing of informative/explanatory writings.

Essential Question	Supporting Questions	Vocabulary	Writing Focus	Cross---Curricular Connections
What influences shaped Colonial America?	<ul style="list-style-type: none"> Why did people explore the new world? How did Native American and British colonists culturally clash? How did the Protestant Reformation influence colonial immigration? What were the main motivating factors of British colonist for coming to America? What was life like for early settlers? What role did religion, particularly Puritanism, play in developing American culture? How can understanding literary devices help modern readers better understand colonial American writers? 	<p>Tier II: Rhetorical Terms: allusion, diction, figurative language (simile, metaphor, personification) allegory, analogy, connotative language, denotative language, imagery, tone, irony, oxymoron, rhetorical question, syntax, etc.</p> <p>Tier III: Protestant Reformation, Puritanism</p>	Rhetorical Analysis	<p>What is the American colonial experience?</p> <ul style="list-style-type: none"> What are the reasons for the establishment of colonies in Americas? What are the differences among the American colonial areas: New England, Middle, and Southern colonies? How do these colonies contribute to a rise of American culture?

ELA Core Standards		Student Learning Targets
READING	<p>RL 11–12.9 Demonstrate knowledge of eighteenth---, nineteenth---, and early---twentieth---century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> I can identify similar themes or topics in two or more texts from the same time period. I can demonstrate knowledge of eighteenth---, nineteenth---, and early---twentieth---century foundational works of American literature.
	<p>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.</p>	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in a text. I can identify and analyze an author’s rhetorical strategies and how they contribute to the power, message, purpose, and persuasiveness of a given text.
	<p>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).</p>	<ul style="list-style-type: none"> I can analyze how the author's choices impact the development of a story or drama.

ELA Core Standards		Student Learning Targets
WRITING	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.	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. I can effectively select, organize, and analyze content in my informative/explanatory writing.
	a. 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.	<ul style="list-style-type: none"> I can introduce a topic, and build complex ideas and concepts to create an organized and unified whole. I can use formatting, graphics and multi---media to aid comprehension when useful.
	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	<ul style="list-style-type: none"> I can identify my audience and use relevant concrete details (facts, extended definitions, quotations, or other information) to develop the topic thoroughly.
	c. 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.	<ul style="list-style-type: none"> I can use appropriate and varied transitions and syntax (sentence fluency) to link major sections of the text. I can create cohesion and clarify relationships, complex ideas, and concepts through the use of transitions.
	d. Use precise language, domain---specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<ul style="list-style-type: none"> I can use precise word choice and relevant vocabulary to direct the reader through the topic. I can use metaphor, simile, and analogy to direct the reader through the
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can use correct and appropriate conventions in my writing.
	f. 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.)	<ul style="list-style-type: none"> I can provide a concluding statement that supports the information or explanation presented.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	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.	<ul style="list-style-type: none"> I can initiate and participate effectively in a range of collaborative discussions. (one---on---one, in groups, teacher---led). I can initiate and participate with diverse partners on grade 11 topics, texts, and issues. I can initiate and participate in discussions and build on others’ ideas. I can initiate and participate in discussions and express my own ideas clearly and persuasively.
	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.	<ul style="list-style-type: none"> I can come to class prepared, having read and researched the material. I can use my reading and research as evidence for a thought, well---reasoned class discussion.
	b. Work with peers to promote civil, democratic discussions and decision---making , set clear goals and deadlines, and establish individual roles as needed.	<ul style="list-style-type: none"> I can work with peers to help create a civil and democratic discussion and promote decision---making. I can work with peers to set clear goals, deadlines, and establish individual roles.

	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.	<ul style="list-style-type: none"> I can pose and respond to questions that examine reasoning and evidence. I can listen to a variety of positions on a topic or issue. I can clarify, verify, or challenge ideas and conclusions. I can promote differing and creative perspectives.
	d. 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.	<ul style="list-style-type: none"> I can respond thoughtfully to diverse perspectives. I can blend comments, claims, and evidence made on all sides of an issue. I can use research to provide additional information to investigate, resolve contradictions, and complete the task.
ELA Core Standards		Student Learning Targets
LANGUAGE	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.	<ul style="list-style-type: none"> I can understand the role of context in how language works and apply to my understanding when reading or listening. I can make effective language choices for meaning and style.
	a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<ul style="list-style-type: none"> I can use a variety of references to understand syntax (sentence fluency) when reading complex texts.
	L 11--12.4 c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<ul style="list-style-type: none"> I can use print and digital references to determine the pronunciation, precise meaning, part of speech, etymology, and standard use of words.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> I can check context or reference materials to verify the meaning of a word.

- Information in red is new material added upon from the 10th grade core.

Unit 1 Text Resources

Literary

Native American Myths:

“How the World Was Made” retold by James Mooney

“The Sky Tree” retold by Joseph Bruchac (L 770)*

from *The Iroquois Constitution* – Dekanawida (L

from *The Life of Olaudah Equiano* – Olaudah Equiano

The Crucible – Arthur Miller (could teach this for Unit 6)

The Scarlet Letter --- Nathaniel Hawthorne (L 1340)

“Young Goodman Brown” – Nathaniel Hawthorne (L 1340)

Historical information:

[Joselit, Jenna Weissman. "The Free Air of the New World: The Protestant Immigrant Experience." *Immigration and American Religion*. May 2001: n.p. *SIRS Issues Researcher*. Web. 08 Jun 2012. \(L 1360\)](#)

CAUTION --- * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.

Informational

About *The Iroquois Constitution* [informational article](#) (L 1280)

Excerpts from “Sinners in the Hands of an Angry God” by Jonathan Edwards (L 1110)*

[The Myth](#); *American Spectator Vol. 41 No. 1*, Hasson, Kevin J. "Seamu (L 1140)*

[Ethnic Conflict: Challenging the Myths](#); *Current*, Bowen, John R. (L 1370)

A Puritan's 'War Against Religion'; *Los Angeles Times*, Barry, John M. (L 1290)

[The Scarlet Letter Lives On](#); *USA TODAY*, Turley, Jonathan (L 1240)

Article on Arthur Miller and [McCarthyism](#)

Hollywood movie *The Crucible* directed by Nicholas Hytner (L 1480)

Excellent resource to informational text on Salem Witch Trials

<http://www.eyewitnesstohistory.com/salem.htm> (L 1050)*

Great, short informational text on the Salem Witch Trials with nice paintings

<http://www.salemwitchmuseum.com/education/> (L 1250)

John Winthrop, *City Upon a Hill, 1630*

<https://www.mtholyoke.edu/acad/intrel/winthrop.htm> (L 2590)

From *La Relacion* by Alvar Nunez Cabeza de Vaca (L 820)*

On Plymouth Plantation – William Bradford (L 1340)

Eleventh Grade
Unit 1
 Glossary of Key Terms

Key Term	Definition
ALLUSION	A direct or indirect reference to something which is presumably commonly known, such as an event, book, myth, place, or work of art. Allusions can be historical, literary, religious, topical, or mythical.
ANALOGY	A resemblance in some particulars between things otherwise unlike; inference that if two or more things are alike in some respects, they will probably agree in others; a comparison based on such resemblance.
ANALYSIS	Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation.
CULTURE	The behaviors and beliefs characteristic of a particular social, ethnic, or age group
CONNOTATIVE LANGUAGE	The emotional association(s) suggested by the primary meaning of a lexical unit, which affects its interpretations; things suggested by a word apart from the thing it explicitly names or describes.
DENOTATIVE LANGUAGE	The relationship between a linguistic event and its referent, as the word book denotes the object “book.” A direct specific meaning, as distinct from an implied or associated idea.
FIGURATIVE LANGUAGE	Language that deviates from a standard significance or sequence of words in order to achieve a special meaning or effect (e.g., similes and metaphors).
IMAGERY	The use of language to create sensory impressions; the “mental pictures” experienced by readers while listening to or reading a story or poem.
IRONY	A literary term referring to the discrepancy between the appearance and reality of a thing, which are often exact opposites. There are many types of irony; the three most common types are dramatic irony, situational irony, and verbal irony. <ul style="list-style-type: none"> • Dramatic irony: A situation in a play or narrative in which the audience shares with the author knowledge of which a character is ignorant. • Situational irony: A situation when a character laughs at a misfortune of another when unbeknownst to him the same misfortune is happening to him. • Verbal irony: A situation when either the speaker means something totally different than what he is saying. Verbal irony also occurs when a character says something in jest that, in actuality, is true.
JUXTAPOSITION	When two words, phrases, images, ideas are placed close together or side by side for comparison or contrast.

METAPHOR	A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them; a figure of speech in which a comparison is implied by analogy, but is not stated directly.
OXYMORON	A paradox reduced to two opposing words, usually in an adjective---noun (<i>deafening silence</i>) or adverb---adjective (<i>shockingly boring</i>) relationship, and is used for effect, complexity, emphasis, or wit.
PURITANISM	The principles and practices of a movement within 16th---century Anglicanism, demanding reforms in doctrine, polity, and worship, and greater strictness in religious discipline, chiefly in terms of Calvinist principles.
SIMILE	A figure of speech or other direct comparison of two things that are dissimilar, using the words like or as (or other words of comparison).
TONE	The author or narrator's attitude reflected in the style of the text.

Unit 1 Planning and Notes

Eleventh Grade Unit 2 Theme: A New Nation

In this unit students will analyze texts, including US historical documents for their themes, purposes, and rhetorical features.

Essential Question	Supporting Questions	Vocabulary	Writing Focus	Social Studies Connections
<p>How did the philosophy of the Age of Reason influence the founding of America?</p>	<ul style="list-style-type: none"> • What is the historical background of the Age of Reason (Enlightenment)? • Who were key figures in the American Enlightenment? • What new philosophies formed the basis of the Age of Reason? • How did the philosophies of the Age of Reason affect the founding of the United States? • How do the founders use rhetorical devices to persuade others? • What are the most effective devices to use in argumentation? 	<p>Words for Review: Argumentation, Claims, Evidence, Reasons</p> <p>Tier II: Diction, Rhetoric, Ethos, Logos, Pathos, Rhetorical Devices, Structure, Syntax, Bias</p> <p>Tier III: Age of Reason, Age of Enlightenment, Nationalism</p>	<p>Argument</p>	<p>How is the development of the United States form of gov't, a compound constitutional republic?</p> <p>a. What are the philosophies that influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause?</p> <p>b. What is the impact of the Constitution's creation on the United States?</p> <p>How were science and technology involved in the struggle to win American independence? (i.e. telescope, navigation instruments for U.S. Military, road and canal systems, public health practices,</p>

ELA Core Standards		Student Learning Targets
<p>READING</p>	<p>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.)</p>	<ul style="list-style-type: none"> • I can use text to determine the meaning of words and phrases. • I can determine the figurative and connotative meaning of words and phrases. • I can determine an author's tone through analysis of word choice and language. • I can analyze words with multiple meanings.
	<p>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.</p>	<ul style="list-style-type: none"> • I can analyze and evaluate the effectiveness of the author's structure. • I can analyze and evaluate use of structure in creating a clear, convincing, and engaging text.

	including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<ul style="list-style-type: none"> texts that apply constitutional principals and legal reasoning. I can define and evaluate the premises, purposes, and arguments used in government text.
	RI 11---12.9: Analyze seventeenth---, eighteenth---, and nineteenth---century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<ul style="list-style-type: none"> I can analyze the themes, purposes, and rhetorical features used in important seventeenth---, eighteenth, and nineteenth---century U. S. documents. I can analyze U.S. documents for their historical and literary significance.
ELA Core Standards		Student Learning Targets
WRITING	Introduce 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.	<ul style="list-style-type: none"> I can write an argument using valid reasoning with relevant and sufficient evidence.
	<i>a. 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.</i>	<ul style="list-style-type: none"> I can identify significant and opposing arguments. I can logically sequence claims, counterclaims, reasons, and evidence.
	<i>b. 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.</i>	<ul style="list-style-type: none"> I can develop claims and counterclaims with relevant evidence. I can identify the strengths and limitations of claims and counterclaims while anticipating the audience’s knowledge level, concerns, values, and possible biases.
	<i>c. 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.</i>	<ul style="list-style-type: none"> I can use syntax (sentence fluency) to clarify the relationships among my claims, reasons, and counterclaims.
	<i>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i>	<ul style="list-style-type: none"> I can use appropriate style and tone to create a written product. I can use correct and appropriate conventions in my writing.
	<i>e. Provide a concluding statement or section that follows from and supports the argument presented.</i>	<ul style="list-style-type: none"> I can provide a concluding statement that supports my argument.
	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	<ul style="list-style-type: none"> I can use multiple techniques of editing and revision to develop writing pieces with purpose.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	SL 11---12.4: 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 or formal and informal tasks.	<ul style="list-style-type: none"> I can present the information and supporting evidence to convey a clear point of view. I can present information so that listeners can follow my line of reasoning. I can address alternative or opposing perspectives. I can use appropriate organization, development, substance, and style to establish a purpose and audience.

	ELA Core Standards	Student Learning Targets
LANGUAGE	L 11---12.1 Demonstrate command of the conventions of Standard English grammar usage when writing or speaking	<ul style="list-style-type: none"> I can correctly use Standard English conventions, grammar, and usage in writing and speaking
	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> I can understand that usage changes throughout time and apply it appropriately.
	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	<ul style="list-style-type: none"> I can use references to resolve issues of complex and contested usage.

LITERARY

Letters: Abigail Adam's letter to John Adams ("Don't forget the ladies...");
<http://www.teachingamericanhistory.org/library/index.asp?document=278>
(L 1130) *

Benjamin Banneker's Letter to Thomas Jefferson (L 1820); Thomas Jefferson's Letter to Benjamin Banneker (L 1780)

Other: *Sayings of Poor Richard* by Benjamin Franklin (L 630)*

The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow

<http://www.nationalcenter.org/PaulRevere%27sRide.html> (L 1720)

Washington Crossing the Delaware (painting) by Emanuel Leutze
clips from HBO's *John Adams* (i.e. Adam's defense of the British soldiers after the Boston Massacre)

CAUTION -- * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.

INFORMATIONALSpeeches

Speech to the Virginia Convention by Patrick Henry (L 850)*

Documents

Excerpts from *Common Sense* by Thomas Paine (L 1330)

Declaration of Independence by Thomas Jefferson (L 1252)

Preamble to the Constitution by James Madison (L 1930)

Federalist No. 10 by James Madison (L 1450)

George Washington's Farewell Address

http://avalon.law.yale.edu/18th_century/washing.asp (L 1630)

Eleventh Grade Unit 2
Glossary of Key Terms

Key Term	Definition
APHORISM	
AGE OF ENLIGHTENMEN	An intellectual and scientific movement of 18th century Europe which was characterized by a rational and scientific approach to religious, social, political, and economic issues.
AGE OF REASON	An era in which rationalism prevails, especially the period of the Enlightenment in England, France, and the United States. An age at which a person is considered capable of making reasoned judgments.
ARGUMENTATION	A type of discourse in speech or writing that debates or simply develops a topic in a logical way.
BIAS	Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
CLAIMS	An assertion of the truth of something
DICTION	In writing, the careful choice of words based on their correctness, clarity, or effectiveness.
ETHOS, PATHOS, LOGOS	In Aristotle's <i>Rhetoric</i> , a speaker appeals to any of these three in order to persuade the audience: emotion (pathos), logic and language (logos), credibility or authority (ethos). Each of these terms has broader meanings in other contexts.
EVIDENCE/DATA	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others. It should be in a form and be derived from a source accepted as appropriate to a particular discipline.
REFUTATION	To argue against someone by showing that their argument is wrong or untrue using evidence to support.
RHETORIC	The art of using language effectively, especially for persuasion, in speaking or writing, especially in oratory.
RHETORICAL DEVICE	Rhetoric is the art of effective expression and the persuasive use of language; rhetorical devices are specific, effective uses of language that may influence or persuade an audience (e.g., rhetorical questions, repetition, and extended analogies).
STRUCTURE	Framework of a work of literature; the organization or over---all design of a work. The structure of a play may fall into logical divisions and also a mechanical division of acts and scenes.
SYNTAX	The grammatical principles by which words are used in phrases and sentences to construct meaningful

Unit 2 Planning and Notes

Eleventh Grade Unit 3 Theme: American Romanticism

In this unit students will analyze texts, including philosophies that influenced American Romanticism.

Essential Question	Supporting Questions	Vocabulary	Writing Focus	Social Studies Connections
What philosophies influenced American individualism?	<ul style="list-style-type: none"> • What is American Romanticism? • What characteristics do American Romanticism and Transcendentalism share and how are they different? • What were the philosophies from this time period that inspired literary thought in the world and the United States? • How do American writers differentiate themselves from British writers during the American Romantic movement? 	<p>Words for Review: Abolition</p> <p>Tier II:</p> <p>Tier III: Realism, Romanticism, Self--Reliance, Transcendentalism, Utopian Societies</p> <p>Naturalism, Optimism,, "Fireside Poets," Individualism, Manifest Destiny</p>	Argument Narrative	<p>What was pre---Reconstruction America like?</p> <p>How did the United States' form of government, a compound constitutional republic, and its institutions and politics, get developed?</p> <p>How did the American government and politics develop from the Federalist period through Jacksonian democracy?</p>

ELA Core Standards		Student Learning Targets
READING	<p>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.</p>	<ul style="list-style-type: none"> • I can determine two or more themes of a text and analyze their development over the course of a text. • I can determine how texts interact and build on one another to produce a complex account. • I can provide an unbiased summary of the text.
	<p>RI 11---12.9: Demonstrate knowledge of eighteenth---, nineteenth---, and early--- twentieth---century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> • I can identify similar themes or topics in two or more texts from the same time period. • I can demonstrate knowledge of eighteenth---, nineteenth---, and early--- twentieth---century foundational works of American
	<p>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 advocacy (e.g., The Federalist, presidential addresses).</p>	<ul style="list-style-type: none"> • I can analyze and evaluate the effectiveness of the author's structure. • I can analyze and evaluate use of structure in creating a clear, convincing, and engaging text.

<p>RI11---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.</p>	<ul style="list-style-type: none"> • I can examine how the author chooses to structure the text. • I can determine how the structure contributes to the meaning of the text. • I can evaluate the style of the text and how it adds to the meaning of the text.
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<p style="text-align: center;">ELA Core Standards</p>		<p style="text-align: center;">Student Learning Targets</p>
<p>WRITING</p>	<p>Extend 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.</p>	<ul style="list-style-type: none"> • I can write an argument using valid reasoning with relevant and sufficient evidence.
	<p>a. 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.</p>	<ul style="list-style-type: none"> • I can identify significant and opposing arguments. • I can logically sequence claims, counterclaims, reasons, and evidence.
	<p>b. 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.</p>	<ul style="list-style-type: none"> • I can develop claims and counterclaims with relevant evidence. • I can identify the strengths and limitations of claims and counterclaims while anticipating the audience's knowledge level, concerns, values, and possible biases.
	<p>c. 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.</p>	<ul style="list-style-type: none"> • I can use syntax (sentence fluency) to clarify the relationships among my claims, reasons, and counterclaims.
	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can use appropriate style and tone to create a written product. • I can use correct and appropriate conventions in my writing.
	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can provide a concluding statement that supports my argument.
	<p>Introduce 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.</p>	<ul style="list-style-type: none"> • I can write a logical, detailed narrative about real or imagined events or experiences.
	<p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • I can create a problem, situation, or observation that is engaging and communicate its importance to the reader. • I can establish one or more points of view and introduce a narrator and/or characters. • I can create a smooth chain of experiences or events throughout my narrative.
	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can use narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters.

<p>c. 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).</p>	<ul style="list-style-type: none"> I can use a variety of techniques to sequence events that build on one another to create a meaningful whole and build toward a particular tone and outcome.
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the events, setting, and/or characters.
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> I can write a conclusion that reflects on what is experienced and resolved over the course of the narrative.
<p>W.11---12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> I can draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA Core Standards		Student Learning Targets
<p>SPEAKING & LISTENING</p>	<p>SL 11---12.4 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 or formal and informal tasks.</p>	<ul style="list-style-type: none"> I can present the information and supporting evidence to convey a clear point of view. I can present information so listeners can follow my line of reasoning. I can address alternative or opposing perspectives. I can use appropriate organization, development, substance, and style to establish a purpose and audience.
	<p>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.</p>	<ul style="list-style-type: none"> I can include multiple sources of information, in a variety of formats and media, to make decisions and solve problems. I can evaluate the credibility of sources and note the differences among the sources.

ELA Core Standards		Student Learning Targets
<p>LANGUAGE</p>	<p>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.</p>	<ul style="list-style-type: none"> I can determine, through a variety of strategies, the meaning of unknown and multiple---meaning words.
	<p>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.</p>	<ul style="list-style-type: none"> I can use context to determine the meaning of a word or phrase.
	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<ul style="list-style-type: none"> I can consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, development, or its standard usage.

Unit 3 Text Resources

Literary

Short Stories:

“Minister’s Black Veil,” Nathaniel Hawthorne (L 1230)
 “Young Goodman Brown,” Nathaniel Hawthorne (L 1070)
 “Tell Tale Heart,” Edgar Allen Poe (L 820)
 “Legend of Sleepy Hollow”, Washington Irving (L 1219)
 “The Fall of the House of Usher”, Edgar Allen Poe (L 1310)
 “Rip Van Winkle”, Washington Irving (L 930)
 “The Devil and Tom Walker”, Washington Irving (L 1090)

Novels:

The Scarlet Letter, Nathaniel Hawthorne (L 1340)
Little Women, Louisa Alcott (L 1210)
Uncle Tom’s Cabin, Harriett Beecher Stowe (L 1050)
Moby---Dick, Herman Melville (L 1200)

Poems:

“Midnight Ride of Paul Revere”, Henry Wadsworth Longfellow (L 1720)
 “I hear America Singing”, Walt Whitman (L 2670)
 “Song of Myself”, Walt Whitman (L 1490)
 Excerpts from “[Tintern Abby](#)”, Wordsworth (L 1080)*
 “The Raven,” Edgar Allen Poe (L 1330)
 *Various poems by Emily Dickinson
Walden, Henry David Thoreau (L 1320)

Informational

Essays:

“Nature”, Ralph Waldo Emerson (L 920)*
 “Self---Reliance”, Ralph Waldo Emerson (L 1020)*
 “Civil Disobedience”, Henry David Thoreau (L 970)*
[“The Great Lawsuit. Man versus Men. Woman versus Women”](#), Margaret Fuller (L 1140)*
[“Declaration of Sentiments”](#); [Seneca Falls Convention](#) (L 1275)
 The Biological Basis of Morality; *Atlantic Monthly* , Wilson, Edward O. (L 1230)

[“Making Free”: African Americans and the Civil War, Francis H. Kennedy](#), (L 1310)

[“Manifest Destiny”, Frank Caso](#), (L 1320)

 “Tim DeChristopher's courageous bid to save our world”
<http://articles.latimes.com/keyword/civil---disobedience> (L1690)
 July 26, 2011 *The Los Angeles Times* |By Peter Yarrow (L 1320) (Use in connection with Civil Disobedience.)

 John Green crash course to Emily Dickinson See youtube video.

 Mr. Raven – Rap Song – by MC Lars.... Youtube video

 My Stroke of Insight – TED Talk Transcendentalism

 Excerpt from “Life within / Life Without” – Margaret Fuller

Eleventh Grade
Unit 3
 Glossary of Key Terms

Key Term	Definition
FIRESIDE POETS	The group is typically thought to comprise <u>Henry Wadsworth Longfellow</u> , William Cullen Bryant, John Greenleaf Whittier, James Russell Lowell, and Oliver Wendell Holmes, Sr., who were the first American poets whose popularity rivaled that of British poets
INDIVIDUALISM	A doctrine holding that the interests of the individual are or ought to be ethically paramount to those of others and that all values, rights, and duties originate in individuals; a theory maintaining the political and economic independence of the individual and stressing individual initiative, action, and interests.
NON-CONFORMITY	
OPTIMISM	a disposition or tendency to look on the more favorable side of events or conditions and to expect the most favorable outcome.
PARADOX	A statement that seems on its face to be self---contradictory or absurd yet turns out to have valid meaning and to reveal an element of truth.
PATRIOTISM	A cultural attachment to one's homeland or devotion to one's country, although interpretations of the term vary with context, geography and political ideology. It is a set of concepts closely related to those of nationalism.
REALISM	In literature and art, the depiction of subjects as they appear in everyday life; detailed and precise descriptions; close adherence to what is possible and plausible; the faithful rendition of things, without embellishment. Realism is often found in combination with other styles and modes.
ROMANTICISM	A literary, artistic, and philosophical movement beginning in the second half of the late eighteenth century. Romanticism reacted against the extremes of rationalism by emphasizing strong emotion, irrationality, imagination, individuality, and aspects of life that cannot be determined or explained by science.
ROMANTIC HERO	a literary archetype referring to a character that rejects established norms and conventions, has been rejected by society, and has the self as the center of his or her own existence. ^[1] The Romantic hero is often the protagonist in the literary work and there is a primary focus on the character's thoughts rather than his or her actions
SELF RELIANCE	Reliance on one's own capabilities, judgment, or resources; independence
TRANSCENDENTALISM	A literary and philosophical movement, associated with Ralph Waldo Emerson and Margaret Fuller, asserting the existence of an ideal spiritual reality that transcends the empirical and scientific and is knowable through intuition.
UTOPIAN SOCIETY	An impractical, idealistic scheme for social and political reform.

Unit 3 Planning and Notes

Eleventh Grade Unit 4 Theme: **A Troubled Young Nation**

In this unit students will integrate and evaluate several sources to determine how the 19th century shaped Americans.

Essential Question	Supporting Questions	Key Terms	Writing Focus	Cross---Curricular Connections
How did the 19th Century shape what it means to be an American?	<ul style="list-style-type: none"> How did regionalism affect the themes, subject matter, dialect, and style of American writing in the 19th century? How did authors of the time period, particularly Mark Twain, reveal and reflect the culture and conflict of the era? How did the Civil War reshape American society, beliefs, and identity? How did the western expansion impact the country and its culture? How did the Civil War and the Reconstruction period address racism in America? 	<p>Words for Review: Abolition, Mood</p> <p>Tier II: Autobiography, Biography, Dialect, Naturalism, Realism, Regionalism, Satire</p> <p>Tier III: Abolition, Antebellum</p>	Narrative Argument	<ul style="list-style-type: none"> Where, how, and why did pre---Reconstruction America expand? Where, how, and why did the United States grow and divide from 1820---1877? How and why did the United States expand and grow from the Atlantic to the Pacific? What sectional differences developed during the antebellum period? What were the causes, course, and consequences of the Civil War? What were the successes and failures of the Reconstruction period following the Civil War? What were the successes and failures of the Reconstruction period following the Civil War? What were the United States' policies relating to American Indians? <p>How did advancements in science shape American during the 19th century?</p>

ELA Core Standards		Student Learning Targets
READING	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.	<ul style="list-style-type: none"> I can identify two or more themes or central ideas in a text and identify how they work together to create a complex piece. I can provide an objective summary of a text.
	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).	<ul style="list-style-type: none"> I can analyze how the author's choices impact the development of a story or drama.
	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.	<ul style="list-style-type: none"> I can analyze and evaluate the author's use of structure in creating an effective argument or exposition. I can analyze and evaluate the author's use of structure to create a clear, convincing, and engaging piece.
	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) .	<ul style="list-style-type: none"> I can determine the meaning of words and phrases. I can determine the figurative and connotative meaning of words and phrases. I can analyze how an author can refine the meaning of key terms in a

<p>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).</p>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • I can analyze how an author uses and refines the meaning of a key
<p>RI.11---12.7. 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.</p>	<ul style="list-style-type: none"> • I can evaluate multiple sources of information presented in different media or formats to solve a problem. • I can integrate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) to address a

<p style="text-align: center;">ELA Core Standards</p>		<p style="text-align: center;">Student Learning Targets</p>
<p>WRITING</p>	<p>Extend 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.</p>	<ul style="list-style-type: none"> • I can write a logical, detailed narrative about real or imagined events or experiences.
<p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • I can create a problem, situation, or observation that is engaging and communicate its importance to the reader. • I can establish one or more points of view and introduce a narrator and/or characters. • I can create a smooth chain of experiences or events throughout my narrative. 	
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can use narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. 	
<p>c. 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).</p>	<ul style="list-style-type: none"> • I can use a variety of techniques to sequence events that build on one another to create a meaningful whole and build toward a particular tone and outcome. 	
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> • I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the events, setting, and/or 	
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • I can write a conclusion that reflects on what is experienced and resolved over the course of the narrative. 	
<p>Extend 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.</p>	<ul style="list-style-type: none"> • I can write an argument using valid reasoning with relevant and sufficient evidence. 	
<p>a. 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.</p>	<ul style="list-style-type: none"> • I can identify significant and opposing arguments. • I can logically sequence claims, counterclaims, reasons, and evidence. 	
<p>b. 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.</p>	<ul style="list-style-type: none"> • I can develop claims and counterclaims with relevant evidence. • I can identify the strengths and limitations of claims and counterclaims while anticipating the audience's knowledge level, concerns, values, and possible biases. 	

	c. 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.	<ul style="list-style-type: none"> I can use syntax (sentence fluency) to clarify the relationships among my claims, reasons, and counterclaims.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can use appropriate style and tone to create a written product. I can use correct and appropriate conventions in my writing.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> I can provide a concluding statement that supports my argument.
	W 11---12.7 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.	<ul style="list-style-type: none"> I can answer a question (including self-generated) or solve a problem through short as well as sustained research. I can narrow or broaden inquiry when appropriate and combine multiple sources to demonstrate my understanding
	W 11---12.8 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 over-reliance on any one source and following a standard format for citation.	<ul style="list-style-type: none"> I can determine authoritative and accurate sources from inferior sources and identify the strengths and weaknesses of each source. I can use a variety of print and digital sources and use advanced searches effectively. I can identify the task, purpose, and audience of my research. I can include balanced research information smoothly into my piece. I can understand the difference between plagiarism and my own work and cite my sources in a standard citation format.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	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 .	<ul style="list-style-type: none"> I can include multiple sources of information, in a variety of formats and media, to make decisions and solve problems. I can evaluate the credibility of sources and note the differences among the sources.
ELA Core Standards		Student Learning Targets
LANGUAGE	L 11---12.2 (a---b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can demonstrate an understanding of Standard English conventions including capitalization, punctuation, and spelling.
	a. Observe hyphenation conventions.	<ul style="list-style-type: none"> I can use hyphens correctly.
	b. Spell correctly.	<ul style="list-style-type: none"> I can use correct spelling.

Unit 4 Text Resources

Literary	Informational
<p><u>Novel and short stories:</u></p> <p><i>The Adventures of Huckleberry Finn</i> by Mark Twain (L 990)*</p> <p><i>“The Notorious Jumping Frog of Calaveras County”</i> by Mark Twain (L 1280)</p> <p><i>“To Build a Fire,”</i> Jack London (L 970)*</p> <p><i>“An Occurrence at Owl Creek Bridge,”</i> Ambrose Bierce (L 930)* (Youtube video available)</p> <p><i>“The Story of an Hour”</i> Kate Chopin (L 810)*</p> <p><i>Call of the Wild,</i> Jack London (L 931)*</p> <p><i>Life on the Mississippi</i> by Mark Twain (L 1080)*</p> <p><i>The Narrative of the Life of Frederick Douglass,</i> Frederick Douglass (L 1080)*</p> <p><i>“My Bondage, My Freedom,”</i> (L 1210)</p> <p><i>“A Wagner Matinee,”</i> by Willa Cather (L 1460) <i>“A Rose for Emily”</i> by William Faulkner (L 990)* <i>The Age of Innocence</i> by Edith Wharton (L 1170)</p> <p><i>Ethan Frome</i> by Edith Wharton (L 820)*</p> <p><i>Story without an End</i> by Mark Twain</p> <p><i>“Yellow Wallpaper”</i> by Charlotte Perkins Gillman</p> <p><i>“Outcast of Poker Flat”</i> by Brett Harte</p>	<p><i>One Nation, Out of Many; American Enterprise</i> , Huntington, Samuel (L 1340)</p> <p><u>Biographical articles:</u></p> <p>Preface for <i>The Adventures of Huckleberry Finn</i> by Keith Nielson</p> <p><i>“The Seriously Funny Man”</i> by Richard Lacayo (L 1040)*</p> <p><i>“America’s Original Superstar”</i> by Roy Blount, Jr. (L 1040)*</p> <p><i>“Man of the World”</i> by Jackson Dykman (L 1040)*</p> <p><i>“Getting Past Black and White”</i> by Stephen L. Carter (L 1040)* (All from Time Magazine, July 14, 2008)</p> <p>Abraham Lincoln <i>“Gettysburg Address”</i> (L 1350)</p> <p>Abraham Lincoln <i>“Emancipation Proclamation”</i> (L 1670) John O’Sullivan, <i>“Manifest Destiny”</i> (L 1320)</p> <p>Chief Joseph <i>Surrenders speech</i> (L 430)*</p> <p>Abraham Lincoln, <i>Second Inaugural Address</i> (L 1270)</p> <p>Civil War <i>Primary Sources</i></p> <p>New York Times Civil War blog <i>“Disunion”</i> (L 1250) <i>13th, 14th, 15th Amendments</i> (L 1850)</p> <p>Reconstruction <i>political cartoons</i></p>

Eleventh Grade
Unit 4
Glossary of Key Terms

Key Term	Definition
ABOLITION	The end or banning of an act or practice; often used to refer to the end of slavery in the United States.
ANECDOTE	A short narrative detailing particulars of an interesting episode or event. The term most frequently refers to an incident in the life of a person.
COLLOQUIALISM	The use of slang or informalities in speech or writing. Not generally acceptable for formal writing, colloquialisms give a work a conversational, familiar tone. Colloquial expressions in writing include local or regional dialects.
DIALECT	A regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.
NARRATIVE	The purpose is to tell a story or narrate an event or series of events. This writing mode frequently uses the tools of descriptive writing.
NATURALISM	In literature, the idea that there are forces in nature beyond our control (genetics, weather, etc.) that shape our destiny
REALISM	In literature and art, the depiction of subjects as they appear in everyday life; detailed and precise descriptions, close adherence to what is possible and plausible; the faithful rendition of things, without embellishment. Realism is often found in combination with other styles and modes.
REGIONALISM	In literature, this refers to writing that concentrates on a particular geographical area, which serves as the basis for the work.
SATIRE	A literary art of diminishing a subject by making it ridiculous and evoking attitudes of amusement, contempt, indignation or scorn. It differs from comedy in that comedy evokes laughter as an end in itself. Satire uses laughter as a weapon against a subject existing outside the work itself; for example, social satire mocks existing social mores and conventions in order to draw attention to their limitations or hypocrisy.

Unit 4 Planning and Notes

Eleventh Grade Unit 5-**Emerging Modernism**

In this unit students will analyze texts that evaluate the results of modernization, particularly that of isolation and disillusionment, in the early American twentieth century.

Essential Question	Supporting Questions	Vocabulary	Writing Focus	Cross---Curricular Connections
How did world events influence isolation and disillusionment in the early American twentieth century?	<ul style="list-style-type: none"> How did the historical events and social issues of the 1920's affect the country? How did the Harlem Renaissance shape the future of African American culture and civil rights? How did the changes in the Women's movement affect politics? 	<p>Words for Review: Dialect</p> <p>Tier II: Flashback, Foreshadowing, Industrialization,</p> <p>Tier III: Alienation, Disillusionment, Harlem Renaissance, Interior Monologue, Lost Generation, Prohibition Era, Stream of Consciousness</p>	Informative/ Explanatory	<p>How did the growth of industry change the United States?</p> <p>How did the prominent business leaders and the business organizations influence the growth of industrialization in the United States?</p> <p>How did the growth of industry affect the movement of people into and within the United States?</p> <p>How did the United States cope with rapid economic and technological advances?</p> <p>How did major scientific findings in the 20's affect the country?</p>

ELA Core Standards

Student Learning Targets

RL 11---12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- I can analyze a text's point of view that specifically requires using satire, sarcasm, irony, or understatement.

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**

- I can cite strong and thorough textual evidence to support analysis.
- I can cite specific material from the text, draw inferences from the text, and determine where the text leaves matters uncertain.

ELA Core Standards

Student Learning Targets

WRITING

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.

- I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- I can effectively select, organize, and analyze content in my informative/explanatory writing.

READING

a. 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.

- I can introduce a topic, and build complex ideas and concepts to create an organized and unified whole.
- I can use formatting, graphics and multi---media to aid comprehension when useful.

<p>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.</p>	<ul style="list-style-type: none"> I can identify my audience and use relevant concrete details (facts, extended definitions, quotations, or other information) to develop the topic thoroughly.
<p>c. 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.</p>	<ul style="list-style-type: none"> I can use appropriate and varied transitions and syntax (sentence fluency) to link major sections of the text. I can create cohesion and clarify relationships, complex ideas, and concepts through the use of transitions.
<p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> I can use precise word choice and relevant vocabulary to direct the reader through the topic. I can use metaphor, simile, and analogy to direct the reader through the topic.
<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p>	<ul style="list-style-type: none"> I can use correct and appropriate conventions in my writing.
<p>f. 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).</p>	<ul style="list-style-type: none"> I can provide a concluding statement that supports the information or explanation presented. I can use my conclusion to articulate the implication or significance of the topic.
<p>W.11---12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards</p>	<ul style="list-style-type: none"> I can develop, organize, and create clear and coherent writing in multiple genres. I can write pieces that are appropriate to task, purpose, and audience.
<p>W.11---12.6. 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.</p>	<ul style="list-style-type: none"> I can use technology to produce, publish and update individual writing products in response to ongoing feedback, including new arguments or information. I can use technology to produce, publish and update shared writing products in response to ongoing feedback, including new arguments or information.

		Student Learning Targets
SPEAKING & LISTENING	SL 11---12.5 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.	<ul style="list-style-type: none"> I can use digital media in presentations to increase understanding of evidence and reasoning. I can effectively use digital media to add interest.
ELA Core Standards		Student Learning Targets
LANGUAGE	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.	<ul style="list-style-type: none"> I can gather and use academic words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. I can independently determine a word or phrase's importance. I can independently acquire vocabulary knowledge.

Unit 5 Text Resources

Literary

[Harlem Renaissance – John Carroll University:](#)

Harlem Renaissance -- Youtube.com: The Harlem Renaissance: The Rise of African American Literature, Art, and Music and Poetry

Langston Hughes: “The Negro Speaks of Rivers”; “Trumpet Player”; “Ballad of the Landlord”; “Daybreak in Alabama” ;”Harlem”; “I, Too”; “Mother To Son” (Average L 880)*

Countee Cullen: “Tableau Incident”

T.S. Elliot: “The Love Song of J. Alfred Prufrock” (L 1300);

“The Wasteland” (L=1050)*

Robert Frost: “Acquainted with the Night”; “Design”; “Out, Out “; “Once by the Pacific”:
“Nothing Gold Can Stay” ; “Most of It” ; “Bereft”: “Death of a Hired Man”

Novels & Short Stories

Excerpts from *The Jungle*, Upton Sinclair (L 1290)

The Great Gatsby by F. Scott Fitzgerald, (L 1070)*

“Winter Dreams” by F. Scott Fitzgerald (L 1420) *Of*

Mice and Men, John Steinbeck, (L 630)* “Leader of the People” John Steinbeck

“The Egg” by Sherwood Anderson (L 1160) *

“A Rose for Emily,” William Faulkner, (L 990)* “A

Wagner Matinee,” Willa Cather, (L 1460)

“*Old Man and the Sea*” by Ernest Hemingway, (L 940)*

“*Bernice Bobs Her Hair*” by F. Scott Fitzgerald

CAUTION -- * Indicates that the Lexile level of the text is below the recommended Lexile range for 11th grade.

Informational

Comparing Ernest Hemingway's Life to His Characters in *The Sun Also Rises*,

Yahoo,<http://voices.yahoo.com/comparing---ernest---hemingways---life---his---characters---33515.html?cat=38> (L 1370)

DREAM

by [Carl Elliott](#) (L 1270)

American Dreamers, Lisa Miller, (L=1290)

GENERATION 'X', Leonard Pitts Jr., (L 1270)

An Examination of the 100 Documents That Most Define America As a Nation of Ideas and Ideals, By [Michael Barone](#), [Seth Rosen](#), [Teresa Riordan](#), [Jay Tolson](#), [Bernadine Healy](#), M.D., [Katherine Hobson](#), [Angie C. Marek](#), [Joannie Fischer](#), [Thomas K. Grose](#), [Charles Fenyvesi](#) and [Michael Satchell](#), (L 1310)

THE WAR ON THE HOME FRONT, Stephen E. Ambrose, (L 1200)

Harlem Renaissance, [Wilma Mankiller](#), [Gwendolyn Mink](#), [Marysa Navarro](#), [Barbara Smith](#) and [Gloria Steinem](#), ed.

**Eleventh Grade
Unit 5**

Glossary of Key Terms

Key Term	Definition
ALIENATION	The sense of estrangement, or separation, from society or self, identified in philosophy, the social sciences, and literature as a central feature of modern life.
AMERICAN DREAM	An American social ideal that stresses social equality, social mobility, and material prosperity; the prosperity or life that is the realization of this ideal.
DISILLUSIONMENT	The loss of naïve faith or trust.
FLASHBACK	A narrative technique that allows a writer to present past events during current events, in order to provide background for the current narration. By giving material that occurred prior to the present event, the writer provides the reader with insight into a character's motivation and or background to a conflict. Flashbacks are often conveyed through narration, dream sequences, and memories presented of earlier conversation.
FORESHADOWING	In literature, the use of hints about things to come in later plot developments. It can be obvious, or it may be subtler, involving the use of symbols that are connected to later turns in the plot.
HARLEM RENAISSANCE	A literary and cultural movement among black Americans that flourished from the early 1920s to the early 1930s and emphasized African heritage. Prominent literary figures included Claude McKay, Jean Toomer, Countee Cullen, and Langston Hughes.
INDUSTRIALIZATION	The process of converting to a socioeconomic order in which industry is dominant.
LOST GENERATION	A term that refers to the host of young men who were killed in the First World War, as well as to the young men who survived but became adrift upon their return. The mood of the Lost Generation, reflected by some American novelists of the time, was disenchantment and cynicism.
PROHIBITION ERA	The period from 1920 to 1933 when the sale of alcoholic beverages was prohibited in the United States by a constitutional amendment
STREAM OF CONSCIOUSNESS	A style or movement of German literature of the latter half of the eighteenth century, characterized chiefly by impetuosity of manner, exaltation of individual sensibility and intuitive perception, opposition to established forms of society and thought, and extreme nationalism.

Unit 5 Planning and Notes

Eleventh Grade Unit 6 Theme: Challenges and Successes of the Twentieth Century

In this unit students will examine various postmodern texts that reflect the change in American values and culture, specifically addressing civil rights issues and an emerging counter---culture.

Essential Question	Supporting Questions	Key Terms	Writing Focus	Cross---Curricular Connections
How does postmodern text reflect change in American values and culture?	<ul style="list-style-type: none"> How did the emergence of civil right movements affect women, African Americans and other minorities? How did the 1960's and the Vietnam war impact the country? How have the events of the 1960's affected the 21st century? 	<p>Words for Review: Culture</p> <p>Tier II: Minimalism, Postmodernism Civil Rights, Cold War, McCarthyism</p> <p>Tier III: Assimilation, Counter---culture</p>	Informative/ Explanatory	<ul style="list-style-type: none"> What was the social reform that occurred at the turn of the century? What were the significant reform movements and who were their prominent leaders? What was the United States' domestic and international position in the Cold War era? What were the political, social, and economic reactions to the Cold War in the United States? How did the emergence and development of human rights affect culture in the modern era? How do modern discoveries change American culture?

ELA Core Standards		Student Learning Targets
READING	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.)	<ul style="list-style-type: none"> I can analyze multiple versions of a story, drama, or poem. I can evaluate how multiple versions of a story, drama, or poem interpret the source text.
	RI 11---12.1 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.	<ul style="list-style-type: none"> I can identify two or more themes or central ideas in a text and identify how they work together to create a complex piece. I can provide an objective summary of a text.
ELA Core Standards		Student Learning Targets
WRITING	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.	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. I can effectively select, organize, and analyze content in my informative/explanatory writing.

	a. 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.	<ul style="list-style-type: none"> I can introduce a topic, and build complex ideas and concepts to create an organized and unified whole. I can use formatting, graphics and multi---media to aid comprehension when useful.
	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.	<ul style="list-style-type: none"> I can identify my audience and use relevant concrete details (facts, extended definitions, quotations, or other information) to develop the topic thoroughly.
	c. 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.	<ul style="list-style-type: none"> I can use appropriate and varied transitions and syntax (sentence fluency) to link major sections of the text. I can create cohesion and clarify relationships, complex ideas, and concepts through the use of transitions.
	d. Use precise language, domain---specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<ul style="list-style-type: none"> I can use precise word choice and relevant vocabulary to direct the reader through the topic. I can use metaphor, simile, and analogy to direct the reader through the topic.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can use correct and appropriate conventions in my writing.
	f. 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).	<ul style="list-style-type: none"> I can provide a concluding statement that supports the information or explanation presented. I can use my conclusion to articulate the implication or significance of the topic.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	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.	<ul style="list-style-type: none"> I can evaluate how a speaker uses evidence, reasoning, point of view, and rhetoric. I can evaluate the speaker’s stance, premises, word choice, connects among ideas, points of emphasis, and tone used.
ELA Core Standards		Student Learning Targets
LANGUAGE	L 11---12.6 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> I can demonstrate an understanding of figurative language, word relationships, and the distinction in words meanings.
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<ul style="list-style-type: none"> I can identify figures of speech in the text. I can analyze the impact of figures of speech in the text.
	b. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> I can analyze the nuances (tone) in the meaning of words with similar meanings.

Unit 6 Text Resources

Literary	Informational
<p><u>Novel</u> <i>The Things They Carried</i> by Tim O'Brien (L 880)* <i>Warriors Don't Cry</i> Melba Pattillo (L 1000)</p> <p><u>Short Story</u> "The First Seven Years" by Bernard Malamud (L 1160)* "The Brown Chest" by John Updike (L 1300) "Average Waves in Unprotected Waters" by Anne Tyler (L 725)* "Everyday Use" by Alice Walker (L 700)* "The Writer in the Family" by E. L. Doctorow (L 700)* "This Is What It Means to Say Phoenix, Arizona" by Sherman Alexie (L 660)* "Country People" by Flannery O'Conner "A Good Man is Hard to Find" by Flannery O'Conner "A Worn Path" by Eudora Welty</p> <p><u>Drama</u> <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>The Crucible</i> by Arthur Miller (could teach this for Unit 1)</p> <p>CAUTION --- * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.</p>	<p>"Rethinking the American Dream." <i>Vanity Fair</i>. David Kamp. April 2009. (L 1440)</p> <p>Various articles on the Cold War</p> <p>Various articles on the Red Scare</p> <p>Current articles and editorials. Various Articles on Assimilation</p> <p>"Who's Coming to America," Sam Roberts Today's immigrants come from different places, but their reasons are similar to those that motivated earlier immigrants (L 1360)</p> <p>Behind the Veil Debate, Alan Cowell in London (L 1330)</p> <p>Rescuing the Real Uncle Tom, David S. Reynolds (L 1360)</p> <p>The Things They Carried The Progressive "What War Looks Like" by Howard Zinn (L 1450)</p>

**Eleventh Grade
Unit 6
Glossary of Key Terms**

Key Term	Definition
ASSIMILATION	The process of absorbing new ideas into an existing cognitive structure
CULTURE	See Unit 1
COUNTER--- CULTURE	<p>The counterculture of the 1960s refers to a cultural movement that mainly developed in the United States and England and spread throughout much of the western world between 1956 and 1974. The movement gained momentum during the U.S. government's extensive military intervention in Vietnam. Many scholars of this era believe that the peak years of the counterculture movement were from 1965 to 1972.</p> <p>As the 1960s progressed, widespread tensions developed in American society that tended to flow along generational lines regarding the war in Vietnam, race relations, sexual mores, women's rights, traditional modes of authority, experimentation with psychoactive drugs, and differing interpretations of the American Dream. New cultural forms emerged, including the pop music of the British band The Beatles and the concurrent rise of hippie culture, which led to the rapid evolution of a youth subculture that emphasized change and experimentation. In addition to the Beatles, many songwriters, singers and musical groups from the United Kingdom and America came to impact the counterculture movement.</p>
CIVIL RIGHTS	<ol style="list-style-type: none"> 1. The rights to personal liberty established by the 13th and 14th Amendments to the U.S. constitution and certain Congressional acts, especially as applied to an individual or a minority group. 2. The rights to full legal, social, and economic equality extended to blacks.
COLD WAR	A state of political tension and military rivalry between nations that stops short of full---scale war, especially that which existed between the United States and Soviet Union following World War II.
McCARTHYISM	<ol style="list-style-type: none"> 1. The practice of making accusations of disloyalty, especially of pro---Communist activity, in many instances unsupported by proof or based on slight, doubtful, or irrelevant evidence. 2. The practice of making unfair allegations or using unfair investigative techniques, especially in order to restrict dissent or political criticism.
MINIMALISM	A technique in music, literature, or design that is typified by extreme sparseness and simplicity.
POSTMODERNISM	A general term that refers to the changes, developments, and tendencies that have taken place in literature, art, music, architecture, and philosophy since the 1940s or 1950s; a movement away from modernism

Unit 6 Planning and Notes

A large, empty rectangular box with a black border, intended for planning and notes.