

## English Language Arts 2018 ©

Eleventh Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
<b>Unit 1</b> <b>The American Dream</b>	What is the “American Dream”?  How do we come to understand a big concept?	primary source defend structure challenge qualify	EA 1: Writing a Definition Essay  EA 2: Synthesizing the American Dream	<ul style="list-style-type: none"> <li>To understand and define complex concepts such as the American Dream</li> <li>To identify and synthesize a variety of perspectives</li> <li>To analyze and evaluate the effectiveness of arguments</li> <li>To analyze representative texts from the American experience</li> </ul>
<b>Unit 2</b> <b>The Power of Persuasion</b>  <i>The Crucible</i> (Drama)	How can artistic expression advance social commentary?  How are the components of rhetoric applied to the creation and delivery of persuasive speeches?	social commentary historical context rhetorical context vocal delivery	EA 1: Creating and Performing a Dramatic Scene  EA 2: Writing and Presenting a Persuasive Speech	<ul style="list-style-type: none"> <li>To interpret a text in consideration of its context</li> <li>To analyze an argument</li> <li>To create and present a dramatic scene about a societal issue</li> <li>To define and apply the appeals and devices of rhetoric</li> <li>To analyze, write, and present a persuasive speech</li> <li>To examine and apply syntactic structures in the written and spoken word</li> </ul>
<b>Unit 3</b> <b>American Forums:</b> <b>The Marketplace of Ideas</b>	How do news outlets impact public opinion or public perception?  How does a writer use tone to advance an opinion?	reasoning evidence bias editorial fallacies parody caricature	EA 1: Creating an Op-Ed News Project  EA 2: Writing a Satirical Piece	<ul style="list-style-type: none"> <li>To analyze and create editorial and opinion pieces</li> <li>To identify and analyze fallacious reasoning in a text</li> <li>To analyze how writers use logic, evidence, and rhetoric to advance opinions</li> <li>To define and apply the appeals and devices of rhetoric</li> <li>To analyze and apply satirical techniques</li> <li>To examine and apply syntactic structures in the written and spoken word</li> </ul>
<b>Unit 4</b> <b>The Pursuit of Happiness</b>  <i>Into the Wild</i> (Biography)	What does it mean to pursue happiness?  How can a writer use/manipulate genre conventions for effect?	genre conventions	EA 1: Writing a Personal Essay  EA 2: Writing a Multi-Genre Research Project	<ul style="list-style-type: none"> <li>To compose a personal essay that employs stylistic techniques</li> <li>To analyze and evaluate the structural and stylistic features of texts</li> <li>To use a variety of genres to express a coherent theme</li> </ul>
<b>Unit 5</b> <b>An American Journey</b>  <i>Their Eyes Were Watching God</i> (Novel)	How do cultural movements such as the Harlem Renaissance reflect and create people’s attitudes and beliefs?  How is one writer’s work both a natural product of and a departure from the ideas of a specific literary movement in American literature?	renaissance annotated bibliography	EA 1: Presenting a Literary Movement: The Harlem Renaissance  EA 2: Writing an Analytical Essay	<ul style="list-style-type: none"> <li>To explore the concept of “journey”</li> <li>To analyze a writer’s complex writing and stylistic choices</li> <li>To research and synthesize information about a literary era</li> <li>To create a multimedia presentation</li> </ul>

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<p style="text-align: center;"><b>KEY TEXTS</b></p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>		<p style="text-align: center;"><b>STRATEGIES FOCUS</b></p> <p>While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>
<p><b>Poetry:</b></p> <p><b>Short Story:</b></p> <p><b>Speech:</b></p> <p><b>Historical Document:</b></p> <p><b>Historical Document:</b></p> <p><b>Historical Document:</b></p> <p><b>Drama:</b></p> <p><b>Essay:</b></p> <p><b>Sermon:</b></p> <p><b>Essay:</b></p> <p><b>Drama:</b></p> <p><b>Speech Excerpt:</b></p> <p><b>Speech:</b></p> <p><b>Speech:</b></p> <p><b>Speech:</b></p> <p><b>Primary Document:</b></p> <p><b>Editorial:</b></p> <p><b>Editorial:</b></p> <p><b>Parody:</b></p> <p><b>Satire:</b></p> <p><b>Essay:</b></p> <p><b>Essay:</b></p> <p><b>Art:</b></p> <p><b>Art:</b></p> <p><b>Biography:</b></p> <p><b>Essay:</b></p> <p><b>Poetry:</b></p> <p><b>Novel:</b></p> <p><b>Literary Criticism:</b></p>	<p>“I, Too, Sing America,” by Langston Hughes</p> <p>“America and I” by Anzia Yezierska</p> <p>“The Four Freedoms” by President Franklin Delano Roosevelt</p> <p>Declaration of Independence</p> <p>“The Preamble to the Constitution of the United States”</p> <p>“The Bill of Rights: A Transcription”</p> <p>Excerpt from <i>A Raisin in the Sun</i>, by Lorraine Hansberry</p> <p>“The Right to Fail,” by William Zinsser</p> <p>“Sinners in the Hands of an Angry God,” by Jonathan Edwards</p> <p>“The Trial of Martha Carrier,” by Cotton Mather</p> <p><i>The Crucible</i> by Arthur Miller</p> <p>from “A Declaration of Conscience,” by Margaret Chase Smith</p> <p>“Second Inaugural Address,” by Abraham Lincoln</p> <p>“Speech to the Virginia Convention,” by Patrick Henry</p> <p>“First Inaugural Address,” by Franklin D. Roosevelt</p> <p>“First Amendment to the United States Constitution”</p> <p>“Time to raise the bar in high schools,” by Jack O’Connell</p> <p>“New Michigan Graduation Requirements Shortchange Many Students,” by Nick Thomas</p> <p>“In Depth but Shallowly,” by Dave Barry</p> <p>“Advice to Youth,” by Mark Twain</p> <p>from <i>Self-Reliance</i>, by Ralph Waldo Emerson</p> <p>“Where I Lived and What I Lived for,” by Henry David Thoreau</p> <p><i>The Oxbow</i> by Thomas Cole</p> <p><i>Kindred Spirits</i> by Asher Durand</p> <p><i>Into the Wild</i>, by Jon Krakauer</p> <p>“How It Feels to Be Colored Me,” by Zora Neale Hurston</p> <p>“Lift Every Voice and Sing,” by James Weldon Johnson</p> <p><i>Their Eyes Were Watching God</i>, by Zora Neale Hurston</p> <p>Excerpt from “On ‘From the Dark Tower’,” by Eugenia W. Collier</p>	<ul style="list-style-type: none"> <li>• Socratic Seminar</li> <li>• SOAPSTone</li> <li>• TP-CASTT</li> <li>• Discussion Groups</li> <li>• Close Reading</li> <li>• Marking the Text</li> <li>• Double-Entry Journal</li> <li>• OPTIC</li> <li>• Role Play</li> </ul> <p style="text-align: center;"><b>LANGUAGE AND WRITER’S CRAFT/LANGUAGE CHECKPOINTS</b></p> <p>Instruction that provides grammar support and instruction in the context of actual reading and writing <b>Each unit contains additional grammar instruction in Grammar and Usage call-out boxes</b></p> <ul style="list-style-type: none"> <li>• Using Direct Quotes</li> <li>• Quoting Original Sources</li> <li>• Varying Sentence Openings</li> <li>• Transitions</li> <li>• Chiasmus</li> <li>• Diction and Tone</li> <li>• Evolving Language</li> <li>• Definitions and Word Patterns</li> <li>• Loose or Cumulative Sentence Patterns</li> <li>• Antithesis</li> <li>• Informal Spelling and Usage</li> <li>• Writing a Thesis</li> <li>• Levels of Diction</li> <li>• Placing Modifiers</li> <li>• Writing Logical Comparisons</li> <li>• Recognizing Frequently-Confused Words</li> <li>• Using Commas, Parentheses, and Dashes</li> <li>• Using Subject-Verb Agreement</li> <li>• Punctuating Complete Sentences</li> </ul>

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