

# UNIT ONE

## 11th Grade ELA Curriculum & Assessment Calendar



**Focus CCLS Standards of Unit 1**

RI/L.9-10.2  
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.9-10.2  
 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

SEPTEMBER/OCTOBER		
Learning Objectives	WEEKS 1 & 2	Assessment Schedule
Students will be able to identify and analyze the central ideas of a foundational text and determine themes of a short story.	<p>Inform students: By the end of this unit, students will read texts from 1400-1700 from exploration, settlement, Spanish Inquisition, to Puritan culture in colonial America. The final product will be an analytical essay on themes.</p> <p><i>Teacher-choice of text.</i> Suggestion: Build Background Knowledge “Exploration &amp; Settlement” pp. 3-4</p> <p><i>Teacher-choice of text.</i> Historical Account from Of Plymouth Plantation by William Bradford (pp. 5-19)</p> <p>Use the student reference on p. 19 to teach into Central Ideas &amp; discuss historical accounts</p> <p>Reading Skill: “Determine Central Ideas” call out boxes to focus on sections B, E, G, J, L, N, V, &amp; W</p> <p>To help students with paraphrasing, refer to “When Students Struggle” on p. 8</p> <p>“Challenge Central Ideas” box on p. 15 &amp; “Strategies for Annotation” to determine central ideas on p. 19</p> <p>Reteach Opportunity: Use the “Support inference; draw conclusions” box on p. 22a</p> <p><i>Teacher-choice of text.</i> Suggestion: Short Story “Balboa” pp. 77-84</p> <p>Reading Skill: “Determine Themes” call out boxes to focus on sections A, C, D, F, H, &amp; J of the text</p> <p>“Strategies for Annotation” to help students trace the development of the theme p. 84</p>	<p>Respond to Questions #1, 6, and 8 on p. 20            OR            Respond to Question #8 on p. 85</p>
Learning Objectives	WEEKS 3 & 4	Writing Task
Students will compare two works of literature from the same time historical period and deepen their understanding of each work’s themes.	<p><i>Teacher-choice of text.</i> Suggestion: “The Individual &amp; Imagination” to introduce the birth of Romanticism p. 176</p> <p><i>Teacher-choice of text.</i> Suggestion: Introduce American Romanticism and the Dark Side of Romanticism p. 234</p> <p><b>Required Text: Short Story “The Minister’s Black Veil” by Nathaniel Hawthorne pp. 235-246</b></p> <p>Reading Skill: “Determine Themes” call out boxes to focus on sections A, C, D, E, F, H, L, N, &amp; O</p> <p>“Strategies for Annotation” to help students highlight clues as to theme of Hawthorne’s story p. 246</p> <p>“When Students Struggle” box on p. 242-243 to help students understand the symbolism of the veil</p> <p><b>Required Text: Short Story “The Pit and the Pendulum” by Edgar Allen Poe pp. 249-262</b></p> <p>Reading Skill: “Determine Themes” call out boxes to focus on sections B, D, J, L, Q, S, X, Y</p> <p>Reteach Opportunity: Use the “Determine Themes- Romanticism” box on p. 226b</p>	<p>Respond to Questions #1 and 4 on p. 247            OR            Questions #1 and 4 on p. 263            OR            Questions #1 and 4 on p. 266</p>
Learning Objectives	WEEKS 5 & 6	End-of-Unit Task
Students will be able to draft and publish an analytical essay with accurate analysis, sufficient evidence, and a clear organized structure.	<p><b>Students work on end-of-unit task: Write an Analytical Essay</b></p> <p><b>Performance Task</b></p> <p>Student Prompt: “Reread the American Romanticism essay on p. 234. In a one-page essay, describe how the “The Minister’s Black Veil” and “The Pit and the Pendulum” both exemplify aspects of Romantic literature. In your analysis, consider the following elements:(1) each work’s themes or central ideas about life and (2) the historical period in which the text was written.”</p>	<p><b>Performance Task on p. 266</b></p>

**Focus CCLS Standards of Unit 2**

RI/L.9-10.6  
 Assess how point of view or purpose shapes the content and style of a text.

W.9-10.5  
 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.

# OCTOBER/NOVEMBER

Learning Objectives	Weeks 1 & 2	Assessment Schedule
<p>Students will be able to analyze author's purpose, style, and content in seminal U.S. documents in order to understand the power and persuasiveness of the text.</p>	<p>Inform students: By the end of this unit, students will develop and refine writing. The texts of this unit explore how people who are so different can work together to create a unified whole while also protecting the rights of everyone.  <i>Teacher-choice of text.</i> Suggestion: Build Background Knowledge "A New American Nation" pp. 109-110  <b>Required Text: Public Document "Declaration of Independence" by Thomas Jefferson pp. 112-116</b>  <i>"Analyze Style:"</i> Teach into sections B, D, E, F, G, H, and I. Review style and rhetorical features on p. 117  <i>To teach parallel structure as a powerful and persuasive form to advance purpose, refer to p. 120</i>            Provide time for the "Collaborative Discussion" to support students with writing end-of-unit task  <i>Teacher-choice of text.</i> Suggestion: Public Document "Preamble and Bill of Rights" by US Constitution pp. 121-125            Reading Skill: Focus on sections C and G. Review purpose, theme, and rhetorical features on p. 125  <i>Teacher-choice of text.</i> Suggestion: Argument "The Federalist No. 10" by James Madison pp. 129-136  <i>"Scaffolding for ELL students"</i> to help students break down the main ideas and determine purpose p. 129  <i>"Evaluate Purpose"</i> boxes focus on sections F, H, K, and L &amp; Review Madison's purpose p. 137</p>	<p>Respond to Question #7 on p. 118            OR            Respond to Question #1 on p. 126</p>
Learning Objectives	Weeks 3 & 4	Writing Task
<p>Students will review theme by studying poems and compare authors' points of view of these themes.            Also, students will be able to analyze a case in which grasping point of view requires distinguishing what is stated from what is meant.</p>	<p><i>Teacher-choice of text.</i> Suggestion: Colonial American Poetry "To the Right Honorable William, Earl of Dartmouth" &amp; "On Being Brought from Africa to America" by Phyllis Wheatley pp. 152-154            Opportunity to reteach theme: refer to sections B, C, E &amp; F of text  <i>Teacher-choice of text.</i> Suggestion: Colonial American Poetry "On the Emigration to America and Peopling the Western Country" by Phillip Freneau p.155            Compare the two poets' personal experiences, points of view, and treatment of similar themes p. 157  <b>Required Text: Short Story "A Soldier for the Crown" by Charles Johnson pp. 159-164</b>            Reading Skill: "Analyze POV" to focus on section B, E, G, and I of the text            Have students understand the difference between 3 major types of point of view using the chart on p. 164            Discuss Question #5 on p. 165 to help students with end-of-unit task  <i>Teacher-choice of text.</i> Argument "Blaxicans and the Other Reinvented Americans" by Richard Rodriguez pp. 87-92  <i>"Purpose- Irony:"</i> focus on sections A- K &amp; "Strategies for Annotation" to highlight claims on p. 93</p>	<p>Respond to Questions # 2, 3, and 7 on p. 158            OR            Respond to Question #4 on p. 165            OR            Respond to Questions #5, 6 and 7 on p. 94</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
<p>Students will be able to draft an essay with valid reasons and relevant evidence from three texts and then revise and present an essay.</p>	<p><b>Students work on end-of-unit task: Write an Informative Essay</b>            Student Prompt: "How can a large group of people with widely different backgrounds, beliefs, and interests work together to form one political union? This unit focuses on ways that Americans during and after the revolution envisioned the future of their new nation. Choose texts, including the Declaration of Independence, and identify how each author, character, or founder finds a balance between preserving individual rights and forming a strong and long-lasting union. Write an informative essay in which you cite evidence from at least three texts to support your topic."</p>	<p><b>Performance Task pp. 169-171</b></p>

**Focus CCLS Standards of Unit 3**

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format.

## DECEMBER/JANUARY

Learning Objectives	Weeks 1 & 2	Assessment
Students will be introduced to claims and the structure an author uses to organize ideas. Also, students will write write claims and evaluate an argument.	<p>Inform students: By the end of this unit, students will read texts about immigrants, the rights of women, and rights of slaves in an evolving tapestry of self-discovery and freedom in America. The final argumentative product will be the delivery of a speech.</p> <p><b>Required Text: Supreme Court of the U.S “Tinker v. Des Moines Independent Community School District” by Opinion &amp; Dissents pp. 549-564</b></p> <p>Explain to students that they going to read a U.S. court case regarding a case of freedom of free speech</p> <p>Reading Skill: To teach delineation of an argument, focus on sections A, B, D-J, L, M, O, Q-U, W-Y &amp; p. 565</p> <p>If time permits, have students engage in the Performance Task on p. 566</p> <p><i>Teacher-choice of text.</i> Suggestion: Public Document “Declaration of Sentiments” by Elizabeth Cady Stanton pp. 295-297</p> <p>Reference Guide: “Analyzing an Argument” (p. R16 in back of the book)</p> <p>Reference Guide: “Identify Faulty Reasoning” (pp. R19-20 in back of the book)</p> <p>Discuss with students the similarities between this document and the Declaration of Independence</p> <p>Discuss Questions #1, 2, and 4 on p. 299 to help students with future end-of-unit task</p>	<p>Respond to Questions #1, 5</p> <p>OR</p> <p>Respond to Question #3 on p. 196</p>
Learning Objectives	Weeks 3 & 4	Writing Task
Students will be able to evaluate a seminal U.S. speech and analyze premises and purposes of an argument. Also, students will evaluate an argument’s reasoning and determine if its fallacious.	<p><i>Teacher-choice of text.</i> Suggestion: Build Background Knowledge “Civil War &amp; Reconstruction” pp. 277-278</p> <p><i>Teacher-choice of text.</i> Suggestion: Speech “Second Inaugural Address” by Abraham Lincoln pp. 279-280</p> <p>Reference Guide: “Analyzing an Argument” (p. R16 in back of the book)</p> <p>Direct students attention towards the Parts of an Argument Chart on student page 281 &amp; Answer Questions as a class</p> <p>Reading Skill: “Evaluate Seminal Texts: Premises, Purposes, and Arguments:” focus on sections A-C</p> <p>Have students analyze the structure of Lincoln’s speech and evaluate effectiveness of its claims on p. 284a</p> <p>Reference Guide: “Analyzing an Argument” (p. R16 in back of the book)</p> <p><b>Required Text: Speech “What to the Slave is the Fourth of July” by Frederick Douglass pp. 285-290</b></p> <p>Reference Guide: “Recognizing Persuasive Techniques” &amp; “Logic &amp; Reasoning” (p. R17-18 in back of the book)</p> <p>Focus on sections D for “pathos” and E for “logos” &amp; Refer to “Strategies for Annotation” to highlight appeals on p. 291</p> <p>Use the “Strategies for Evaluating Evidence” checklist to determine validity of claims (pp. R21-22 in back of the book)</p> <p>Refer to “Analyze Author’s POV” for additional support to help students with end-of-unit task p. 294a</p>	<p>Respond to Questions #4, 6, and on p. 282</p> <p>OR</p> <p>Performance Task on p. 292</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit
Students will delineate (outline) basic parts of their argument, which include claim, reason, and evidence. Students will support their claim with textual evidence from three sources without plagiarism.	<p><b>Students work on end-of-unit task: Write a Persuasive Speech</b></p> <p>Student Prompt: “The texts of this unit focus on the continuing work of bringing freedom and justice to all members of American society. Look back at the anchor text, What to the Slave is the Fourth of July, and at other texts in this unit. What messages about freedom-- its meaning and its costs-- do the texts convey? Synthesize your ideas by preparing a persuasive speech about a kind of freedom you would like to see expanded in today’s world. Incorporate rhetorical and literary devices from the collection to enhance the power of your speech.”</p>	<p>Performance Task on pp. 323-325</p>

Please note: Text typed in black is recommended while text typed in red is required. Also, all page numbers are in reference to the Teacher’s Guide.



**Focus CCLS Standards of Unit 4**

RI.9-10.7  
 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

W.9-10.7  
 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.

## FEBRUARY/MARCH

Learning Objective	Weeks 1 & 2	Assessment Schedule
Students will be able to analyze cumulative word choice on the tone of a given text (e.g. satirical elements).	<p>Inform students: By the end of this unit, students will conduct research and analyze the cumulative impact of word choice. Texts in this unit explore how post-Civil War America experienced rapid industrialization, urban growth, and social change. The final product will be two newspaper articles.</p> <p><i>Teacher-choice of text.</i> Poem “Tell all the Truth” by Emily Dickinson p. 203 to teach simile  <i>Teacher-choice of text.</i> Suggestion: Build Background Knowledge “America Transformed” pp. 329-330  <i>Teacher-choice of text.</i> Essay “The Lowest Animal” by Mark Twain pp. 373-378</p> <p>Reading Skill: To teach satire, exaggeration, irony, and anaphora, focus on sections B, C, D, E, F, G, H, I, J, &amp; K            Use “Strategies for Annotation” to help students highlight elements of satire as they read p. 379            To help students understand idioms, use the “When students struggle” call out box on p. 375            To review elements of satire, refer to student page 379 for graphic organizer support            Use the library or internet to research resources to listen to audio recordings of actors impersonating Twain p. 380            For additional figurative language support, refer to p. 382a to teach metaphor and hyperbole</p>	Respond to Questions #1, 3, 6, 7 8 on p. 380
Learning Objective	Weeks 3 & 4	Writing Task
Students will be able to analyze an author’s choice of words and grasp technical terms.	<p><b>Required Text: Novel from <i>The Jungle</i> by Upton Sinclair pp. 351-357</b>            Reading Skill: Focus on author’s diction to evaluate effectiveness of writing by studying sections A, D, &amp; F            Have students participate in the collaborative discussion to analyze the powerful and disturbing sections p. 355            To help students visualize an author’s word choice, refer to the graphic organizer on p. 356</p> <p><b>Required Text: Journalism “Food Product Design” from <i>Fast Food Nation</i> by Eric Schlosser pp. 359-370</b>            Reading Skill: To analyze technical terms &amp; tone, have students study section B, C, D, E, F, G, J, K, L, N, O, P            Use the “Technical terms” student page on 369</p> <p>Recommended: Following a close read analysis of the texts, invite students to watch the documentary <i>Fast Food Nation</i>            For “Conducting Research” end-of-unit task support, refer to pp. R8-R11 in the back of the book</p>	Respond to Questions # 2, 3, and 7 on p. 357 AND #2, 3, 5 on p. 370
Learning Objective	Weeks 5 & 6	End-of-Unit Task
Students will conduct research and use MLA guidelines in their references for the first newspaper.	<p><b>Students work on end-of-unit task: Write two newspaper articles (W.9-10.7)</b></p> <p>Student Prompt: “The Jungle is a novel written by a journalist. Explore how Sinclair’s information and ideas could have been presented in a news article in two different types of newspapers. Write an investigative report that you might find in a daily newspaper. Research more about the subject. Include additional sources. The purpose of this article is to inform readers about the abuses in the meatpacking industry. Focus on facts that could be verified by a reliable source. Then, write a sensational account that you might find in a tabloid newspaper. Be creative and purposeful on the impact of your word choice on the meaning and tone of the article. The purpose of this article is to shock people and get them to buy the newspaper. Focus on the most vivid details, which may or may not be verified.”</p>	Performance Task #1 (research) and # 2 (impact of words) on p. 357

<b>MARCH/APRIL</b>			
<p><b>Focus CCLS Standards of Unit 5</b></p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Learning Objectives</b></p> <p>Students will be able to analyze how an author, like Shakespeare, draws on and transforms source material and how an author's point of view creates desired effects</p>	<p><b>Weeks 1 &amp; 2</b></p> <p>Inform students: By the end of this unit, students will draw evidence from texts to support analysis. (W.9-10.9). The texts of this unit focuses on how America has always been a land shaped by immigrants.  <i>Teacher-choice of text.</i> Build Background Knowledge: "Introduction to the Tempest" p. 36  <b>Required Text: Essay "Of Canibals" by Michel de Montaigne (available on the internet)</b>            To teach source material, have students read about one person's interpretation of "Europe's problematic barbaric native populations and their customs;" this work is said to have inspired Shakespeare to write <i>The Tempest</i>  <b>Required Text: Dramatic Play from <i>The Tempest: Act 1, Scene 2</i> by William Shakespeare pp. 42-57</b>            Summarize Act 1, Scene 1 for students and introduce students to characters on p. 38            Opportunity to review figurative language (Unit 4): focus on sections H, I, K, M, O, R, C, Y, C2, E2, G2, J2            Opportunity to review point of view/ purpose (Unit 3): focus on sections N, S            Opportunity to pre-teach characterization &amp; order of events (Unit 6): focus on sections G, L, T, W, X, Z, I2            To help students visualize order of events in Prospero's history, refer to "When students struggle" on p. 46            To help students contrast the two slaves, refer to the graphic organizer support on p. 52</p>	<p><b>Assessment</b></p> <p>How can real events inspire dramatic plays? Compare and contrast the two source materials and Shakespeare treats the theme "Of Canibals"</p>
	<p><b>Learning Objectives</b></p> <p>Students will be able to analyze how modern artists (directors) draws on and transforms source material for a new artistic expression.</p>	<p><b>Weeks 3 &amp; 4</b></p> <p><i>Teacher-choice of text.</i> Film Version 1980 <i>The Tempest</i> by BBC Shakespeare p. 71            This media clip focuses on lines 309-378 from Act 1, Scene 2            Have students compare and contrast the actors in the film with the play as Shakespeare intended            Collaborative Discussion p. 71 &amp; Have students write a brief film review- performance task on p. 72            To help with end-of-unit task, collaboratively discuss Questions #1-3 on p. 72  <i>Teacher-choice of text.</i> Production Images 2010 <i>The Tempest</i> directed by Julie Taymor p. 73            This media clip focuses on line 318 from Act 1, Scene 2            Have students "analyze interpretations of a drama" &amp; participate in the Collaborative Discussion on p. 7            Review the trailer for Julie Taymor's version of the <i>The Tempest</i> (available on the internet)            Review filmmaking elements on p. 76a (composition, blocking, cinematography, soundtrack, set design, &amp; costumes)</p>	<p><b>Writing Task</b></p> <p>Performance Task on p. 75</p>
	<p><b>Learning Objectives</b></p> <p>Students will write analytical essays drawing on evidence from literary texts and media sources.</p>	<p><b>Weeks 5 &amp; 6</b></p> <p><b>Students work on end-of-unit task: Draw evidence from multiple sources (W.9-10.9)</b>            Student Prompt: "Do special effects detract from or enhance an audience's appreciation of the original text of Shakespeare's <i>The Tempest</i>? Describe Prospero's traits as revealed through his dialogue in the play. Drawing from what you have seen in the clip and in the images, explain how in film Prospero/ Prospera does or does not demonstrate these qualities. Identify special effects used in the film (refer to chart on p. 72 and questions #1-3 on p. 72). Discuss their function and whether they maintain the integrity of Shakespeare's play. Organize your ideas."            Refer to Performance Task graphic organizer for additional support p. 76</p>	<p><b>End-of-Unit Task</b></p> <p>*Modified Performance Task on p. 76 (does not need to end in a debate)</p>

# UNIT SIX

## 11th Grade ELA Curriculum & Assessment Calendar



**Focus CCLS Standards of Unit 6**

RL.9-10.3  
 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.9-10.6  
 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

MAY/JUNE		
Learning Objectives	Weeks 1 & 2	Assessment
Students will be able to analyze character motivations in a short story and support their inferences about those motivations with evidence from the text.	<p>Inform students: By the end of this unit, students will use technology to produce, publish, and participate in shared writing products. (W.9-10.6). The final product will be to create a media presentation. The texts of this unit explore how Americans have responded to modern life in a globally connected world.</p> <p><i>Teacher-choice of text.</i> Building Background Knowledge: "Life in a Global Society" pp. 411-412            Introduce and pre-teach "Analyze Relationships between Ideas" on p. 412a  <i>Teacher-choice of text.</i> Recommended Pacing: Short Story "Winter Dreams" by F. Scott Fitzgerald pp. 413- 435            Reading Skill: To teach "Story Elements- Character Motivation," focus on sections A, D, E, G, J, L, N, R, S, T, F2, G2, I2, K2, L2            Review the Character Motivations chart on p. 434 &amp; Annotate the text for Judy's and Dexter's motivations p. 434            Discuss the "To Challenge Students" box on p. 433 and watch the modern day film <i>The Great Gatsby</i>            Reteach Opportunity: "Analyze Story Elements" close reading applications on pp. 473a- 4437b</p>	<p>Collaborative Discussion on. p. 433            OR            Discuss Questions #4, 7, 8 on p. 435</p>
Learning Objectives	Weeks 3 & 4	Writing Task
Students will be able to analyze story elements in a narrative poem and a work of science fiction.	<p><i>Teacher-choice of text.</i> Poems "Mending Wall" &amp; "The Death of the Hired Man" by Robert Frost (pp. 445-452)            To analyze setting, how action is ordered, and how characters develop, use sections B, D, E, F, G, H, K, L, &amp; N            Use the elements of a narrative poem graphic organizer to review dialogue, plot, characterization, &amp; setting p. 453            Refer to "strategies for annotation on p. 453 to help students cite sections that contribute to advancing the plot            Model your thinking for how you would respond to questions 4 -5. Have students discuss #5 in groups (p. 454)  <b>Required Text: Short Story "Reality Check" by David Brin (pp. 581-584)</b>            "Analyze Story Elements- Science Fiction &amp; Plot:" focus on sections A- E of the text &amp; graphic organizer p. 584</p>	<p>Discuss Questions #2, 4, 9 on p. 585</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
Students will analyze story elements and present their claims using technology to publish their work.	<p><b>Students work on end-of-unit task: Media Presentation using technology to publish and participate in shared writing (W.9-10.6)</b>            Student Prompt: "With a partner, answer this question in a media presentation. Take photographs, make video recordings, or find copyright-free images or clips that develop an impression of "the worlds" described or hinted at in the story <i>Reality Check</i>. Record an audio track that explains the effectiveness of the story's elements. Put your elements together and make your presentation to the class." Guide students to select images that reflect the development of technology from past to present to the future (as people today imagine it). Explain that their audio track should include their voices speaking a text they have written on the topic of the analysis. It may also include sound effects and music that goes with their images. Encourage students to be creative with their presentations.</p>	<p>Performance Task on p. 585</p>
<b>Regents Week</b>		