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| Grade 11, Unit 1 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| Declaration of Independence  Thomas Jefferson | Foundational Document | Argumentation:  Argument  Persuasive appeals  Appeals to Emotion  Charged language  Appeals to Logic  Appeals to Authority | Words convey ideas about  power and rights  unalienable  constrains  tyranny  assent  acquiesce  rectitude | Latin root: -rect- | Changes in Syntax and Usage  Syntax  Usage  Formality | Editorial | Class discussion |
| Standards |  | RI.9  RI.8 | L.1.b; L.3.a; L.4.c | L.4.b | L.1.a | W.1 | SL.1.c |
| Preamble to the US Constitution  Gouverneur Morris  Bill of Rights  James Madison | Foundational Document | Author’s choices: Structure | Words suggest legal limitations or remedies  exercise abridging petition redress infringed prescribed | Multiple-meaning words | Punctuation for Enumeration  Serial comma  Parallel structure | Extended Definition | Speech  Write the Speech  Deliver the Speech  Evaluate Your Presentation |
| Standards |  | RI.5.a, RI.9 | L.4 | L.4.c | L.1.a | W.2.b | SL.4 |
| Speech in the Convention  Benjamin Franklin | Speech | Author’s Purpose: Rhetoric  Rhetorical devices  Paradox  Concession  Rhetorical questions  Tone | Words are used to describe human vices and virtues  infallibility, corrupted, salutary, despotism, prejudices, integrity | Latin suffix: -ity | Syntax and Rhetoric | Evaluation | Video recording  Discuss the Speech  Practice and Present Evaluate the Video |
| Standards |  | RI.1; RI.6, RI.9 |  | L.4.c | L.2; L.3.a | W.1; W.1.f | SL.3; SL.5 |
| The American  Revolution:  Visual Propaganda | Image Gallery |  | Media Vocabulary  Propaganda  Appeal  Symbolism |  |  |  | Multimedia Presentation  Political infomercial  Plan the Project  Consider Image Choices  Prepare the Script  Present and Discuss |
| Standards |  |  | RI.11–12.7 |  |  |  | SL.11.1, SL.11.4 SL.5 |
| Performance Task: Writing Focus | | | | | | | |
| Mode: Argumentative Essay Prompt: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence? Standards: W.11.a-f, W.11.4, W.11.5, W.11.7, W.11.8, W.11.9.b, W.11.10  Language Development: Conventions Standards: W.11.1.c; L.11.1 | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| *from* America's Constitution: A Biography  Akhil Reed Amar | Expository Nonfiction | Context clues | Author’s Choices: Rhetoric  Analogy | Words relate to groups and individuals  Conclave Eminent Populist | Latin suffix: -ist | Author’s Style: Historical Narrative as Argument  Historical Details  Numerical Data  Quotations |  |
| Standards |  | L.4.a | RI.6 | L.4.c | L.4.c | RI.3; RI.5 |  |
| *from* The United States Constitution: A Graphic Adaptation  Jonathan Hennessey  and Aaron McConnell | Graphic Novel |  | N/A | Media Vocabulary  Layout  Speech balloon Caption |  |  | Informative Essay |
| Standards |  |  |  | L.6 |  |  | RI.7; W.2; W.9.b,  W.11.5 |
| *from* The Interesting Narrative of the Life of Olaudah Equiano  Olaudah Equiano | Autobiography | Base words | Literary Nonfiction  Persuasive Purpose  slave narrative emotional appeals | Words reflect the horrific situation in which the captives found themselves  loathsome, wretched, dejected | Latin root: -ject- | Eighteenth Century Narrative Style | Argument  Literary review Letter  Advertisement |
| Standards |  | L.4 | RI.6 |  | L.4.c | L.1; L.1.a | SL.11.1.a-d,  W.1.f, W.11.1 |
| Letter to John Adams  Abigail Adams  *from* Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters  Diane Jacobs | Letter/Biography | Context clues | Primary and Secondary Sources | Words are about oppression and rebellion  vassals, foment, dissented | Word families | Author’s Style: Voice  Diction  Syntax  Tone  Audience  Purpose | Oral presentation  Dialogue  Dramatic reading  Public announcement |
| Standards |  | L.4.a | RI.9 | L.4.b | L.4.b | RI.6 | SL.4 |
| The Gettysburg Address  Abraham Lincoln | Speech | Familiar word parts | Author’s Choices: Diction | Words reflect the idea of showing honor  dedicate, consecrate, hallow | Denotation and Connotation | Author’s Style: Antithesis | Research report  Comparison-and-contrast presentation  Review  Analysis of the historical context |
| Standards |  | L.4; L.4.d | RI.6 | L.5.b, | L.6 | SL.3; RI.6 | W.2; W.7 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Present an Argument Prompt: Do narratives provide strong evidence to support arguments about American freedoms? Standards: SL.1.b, SL.11.1.a-d, SL.11.4, SL.11.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Review Evidence for an Argument Writing Prompt: What are the most effective tools for establishing and preserving freedom? Standards: W.1.a; W.11.1.a-e W.11.10  SL outcome: Video commentary SL.11.4 | | | | | | | |

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| Grade 11, Unit 2 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| The Writing of Walt Whitman  Walt Whitman | Essay/Poetry | Poetic Structures  Epic theme  Free Verse  Anaphora  Catalogue | Words are used to describe abundance  ampler, vast, prolific, teeming, breadth, multitudes | Latin Combining  Form *multi-* | Conventions: Diction  Variety of types of words  Onomatopoeia  Words in pairs | Narrative account  Sensory language | Oral interpretation |
| Standards |  | RL.5; RL.9 | RL.4 | L.4.b | L.4.d | W.3.d; W.3; W.3.e | SL.1, SL.6 |
| The Poetry of Emily Dickinson  Emily Dickinson | Poetry Collection | Poetic Structure and Style  Exact rhyme  Slant rhyme  Paradox | Words are used to discuss the power  of nations  emperor, imperial, treason, sovereign, captivity | Word Derivations | Parts of Speech  Abstract noun  Concrete noun | Blog post | Readings  Class discussion |
| Standards |  | RL.5 RL.11.4 | L.4.c, RL.11.4 | L.4.b, L.11.4.c | L.11.4 | RL.7; W.3; W.3.d | SL.1.c; SL.6 |
| *from* Emily  Dickinson  *from* Great Lives  *BBC Radio 4* | Radio Broadcast |  | Media vocabulary  Host  Interview  Commentary |  |  | Compare-and-Contrast Essay  Interpretation |  |
| Standards |  |  |  |  |  | RL.7; W.9; W.9.a; SL.3 W.11.5 |  |
| Performance Task: Writing Focus | | | | | | | |
| Mode: Write a Personal Narrative Prompt: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both? Standards: W.3.a-e; W.10 W.11.5, W.11.6, L.11.1  Language Development: Style  Standards: W.3.d | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| *from* Nature /  *from* Self-Reliance  Ralph Waldo Emerson | Philosophical Writing | Context clues | Development of Ideas  Essay  Philosophical  vision  Setting the Scene  Re-envisioning the Ordinary  Re-defining Words  Finding Limits | Words relate to the concept of faith  sanctity, transcendent, redeemers | Latin Root: -sanct- | Sentence Variety  Independent clauses  Subordinate (or dependent) clauses | Writing to Sources: Story  Element  Story element  Setting  Character  Dialogue |
| Standards |  | L.4.a | RI.2 | L.4.c | L.4.c | L.11.3 | W.3; L.3; L.3.a |
| *from* Walden /  *from* Civil Disobedience  Henry David Thoreau | Philosophical Writing | Familiar word parts | Author's Point of View:  Philosophical  assumptions  Explicit  Implicit | Words enhance Thoreau’s messages about simplicity  vs. complexity and nonconformity vs. conformity  superfluous, vital, sufficed | Latin prefix super- | Author’s Style: Conversational Style:  Style  Conversational style  Diction  Word choice  Figures of speech  Analogy  Direct address of the reader  Brief anecdotes  Pithy statements | Speaking and Listening: Discussion  List  Response  Prosecution  Defense |
| Standards |  | L.4.b | RI.1 | L.4.b |  | RI.6 | SL.1.b; SL.1.c; SL.1.d |
| Innovators and Their  Inventions | Public Documents |  |  | Media Vocabulary  specifications cross-section figure |  |  | Speaking and Listening: Speech |
| Standards |  |  |  | L.6 |  |  | SL.4.b |
| The Love Song of J. Alfred Prufrock  T. S. Eliot | Poetry | Context clues | Poetic Structure  dramatic monologue  Speaker  Point of view | Words relate to negative traits  tedious, indecisions, digress | Latin prefix: di- / dis- | Compound Nouns:  Closed compound  Hyphenated compound | Writing to Sources: Digital presentation  Slide show  Oral recitation and discussion  Filmed oral response |
| Standards |  | L.4.a | RL.5; RL.6 | L.4.b | L.4.b | L.2. L.1 | SL.5, SL.11.4, SL.11.6 |
| A Wagner Matinee  Willa Cather | Short Story | Familiar word parts | Author’s Choices: Character Development  Characterization  Direct characterization  Indirect characterization  First-person point of view | Words are all related to music  overture, motifs, prelude | Word derivations | Figurative Language  Simile  Metaphor  Hyperbole | Writing to Sources: Research Report  Comparison and contrast  How-to essay  Problem-solution letter |
| Standards |  | L.4.b | RL.3 | L.4.c | L.4.c | RL.4  L.5.a | W.2; W.7 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Present a Personal Narrative Prompt: When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual? What are the risks and rewards of nonconformity? Standards: SL.1.b, SL.12.3, SL.11.4.a SL.11.5, SL.11.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Writing to sources: Personal Narrative  Writing Prompt: What significant incident helped me realize that I am a unique individual? Standards: W.3.a, W.11.3.a-e, W.11.4, W.11.10  SL outcome: Storytelling  Standards: SL.4.a; SL.6 | | | | | | | |

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| Grade 11, Unit 3 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| *from* What to the Slave Is the Fourth of July?  Frederick Douglass | Speech | Argumentative Structure  Argument  Claim  Counterclaims | Words help reveal the nature of the debate over slavery  obdurate, stolid, disparity, denounce, equivocate, conceded | Latin prefix: ob- | Types of Phrases:  Noun phrase  Verb phrase | Informative Paragraph | Dramatic reading  Tone |
| Standards |  | RI.1; RI.5; RI.8 | L.3; L.4.c | L.4.c | L.1 | W.2; W.2.e | SL.3, SL.11.4 |
| Second Inaugural Address  Abraham Lincoln | Speech | Structure:  Chronological structure | Words remind the audience of the terrible nature of the conflict that the nation was enduring  insurgent, perish, rend, scourge, unrequited, malice | Synonyms and Nuances | Types of phrases:  Prepositional phrase | Informative Eyewitness Account | Reading and discussion |
| Standards |  | RI.5; R1.2; RI.6; RI.9 | L.6 | L.5.b | L.3; L.1 | W.2; W.3 | SL.3, SL.11.4 |
| Perspectives on Lincoln | Image Gallery |  | Media Vocabulary  Composition  Caricature  Labeling and captions |  |  |  | Image Gallery |
| Standards |  |  | RI.5.a, RI.11.7 |  |  |  | RI.7; SL.2; SL.5 |
| Performance Task: Writing Focus | | | | | | | |
| Mode: Write an Informative Essay Prompt: Did the nation achieve the goals that Douglass and Lincoln desired? Standards: W.2.a-f; W.11.5, W.7; W.11.8,W.10  Language Development: Conventions: Syntax: Sentence Patterns  Standards: W.2.c; L.3.a | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| Ain't I a Woman?  Sojourner Truth | Speech | Context clues | Effective Rhetoric  Refrain | Words used in colloquial or conversational—even slangy— context  racket, fix, obliged | Latin root: -lig- | Author’s Style: Use of Words and Phrases  Diction  Audience | Writing to Sources: Informative Text  Biographical sketch  Extended definition  Cause-and-effect article |
| Standards |  | L.4.a | L.3; RI.2 | L.1.a | L.4.d | RI.6: L.1.a; L.3 | W.2 |
| Declaration of Sentiments  Elizabeth Cady Stanton | Public Document | Context clues | Author’s Choices: Allusions | Words suggest a lowly position  degraded, oppressed, subordinate | Latin prefix: sub- | Types of Clauses |  |
| Standards |  | L.4.a | RI.9 | L.4.c | L.4.c | L.1; RI.11.9 |  |
| Giving Women the Vote Sandra Sleight-Brennan | Podcast |  |  | Media Vocabulary  Frame  Special elements  Tone |  |  | Compare-and-Contrast Essay |
|  |  |  |  | SL.3 |  |  | RI.5; RI.6; RI.7  W.11.2, W.11.5 |
| The Story of an Hour  Kate Chopin | Short Story | Familiar word parts | Development of Theme  Internal monologue | Words all describe being pushy  persistence, imploring, importunities | Denotation/connotation | Author’s Choices: Irony  Situational Irony  Dramatic Irony  Verbal Irony | Group Discussion |
| Standards |  | L.4.b | RL.2, RL.11.3 | L.5.b | L.5.b | RL.6; R.3 | SL.1.c; SL.1.d |
| Brown v. Board of Education  Earl Warren | Legal Opinion | Familiar word parts | Author’s Choice: Structure  Opinion  Analytical argument  Claim  Counterclaim | Words all refer to the activity of a court of law  plantiffs, jurisdiction, disposition | Technical words | Coordinating Conjunctions |  |
| Standards |  | L.4.b | RI.5 | L.6 | L.6 | R.4; L.1; L.3 |  |
| Was "Brown v. Board" a Failure?  Sarah Garland | Magazine article | Context clues | Author’s Choice: Structure  Analytical argument  Claim | Words all suggest goals, past and present  legacy, mission, policy | Cognates | Subordinating Conjunctions  Simple sentences  Combined sentences (version 1 and 2) | Writing to Compare: Informative Essay  Comparison-and-contrast essay |
| Standards |  | L.4.a | RI.5 | L.4.c | L.4.c | L.1; L.3 | RI.5; RI.8; W.9.b  W.11.5 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Panel Discussion Prompt: What were the goals of these reformers? Why did they want to achieve those goals? Standards: SL.1.a, SL.12.4, SL.12.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Review Evidence for an Informative Essay Writing Prompt: What motivates people to struggle for change? Standards: W.2.a W.11.2a-f, W.11.5, W.11.9  SL Outcome: Podcast  Standards: SL.1.a SL.11.4, SL.11.6 | | | | | | | |

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| Grade 11, Unit 4 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| *from* Life on the Mississippi  Mark Twain | Memoir | Author's Purpose  Anecdotes  Humorous descriptions  Social commentary | Words used to describe splendid objects or impressive people  gilded, grandeur, exalted, ornamented, picturesquely, eminence | Anglo-Saxon suffix: -esque | Author’s Style: Words and phrases  Diction  Tone |  |  |
| Standards |  | RI.6 | L.4.d | L.4.b | RI.4 |  |  |
| The Notorious Jumping Frog of Calaveras County  Mark Twain | Short Story | Point of View  Frame Story  Incongruity  Hyperbole | Words used to describe an experience with a boring, clueless person  garrulous, exasperating, tedious, monotonous, interminable, buttonholed | Connotation and Denotation | Author’s Style: Impact of Word Choice  Dialect  Standard English  Idiomatic expressions Actual Meaning | Explanatory Text |  |
| Standards |  | RI.6; L.5.a S/b RL.6 | L.5 | L.5.b | RL.4 | W.2; W.2.a; W.2.b; W.5 |  |
| A White Heron  Sarah Orne Jewett | Short Story | Thematic Development  Theme  Imagery  Symbol | Words help describe the pace and character of rural life  dilatory, loitered, hospitality, squalor, hermitage, quaint | Etymology | Sentence Variety:  Interrogative sentences  Exclamations | Critical analysis | Whole-Class Debate |
| Standards |  | RL.2 | L.4.d | L.4.c | L.3 | RL.5, W.11.1 | SL.1.c SL.11.3, SL.11.4, SL.11.5 |
| Performance Task: Writing Focus | | | | | | | |
| Performance-Based Assessment Task  Write an Explanatory Essay Prompt: How do American authors use regional details to make the events and themes of a narrative come to life for readers?  Language Development: Style: Add Variety: Vary Syntax  Standards: W.11.2.a-f, W.11.5, W.11.10, L.11.3.a | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| A Literature of Place  Barry Lopez | Literary Criticism | Context clues | Central Ideas and Voice | Words that describe perceptions of the world around us and relate to the senses  discern, temporal, spatial | Latin suffix: -al | Punctuation  Dashes  Hyphens |  |
| Standards |  | L.4.a | RL.1; RI.3 | L.4 | L.4.b | L.2; L.2.a |  |
| American Regional Art | Fine Art Gallery |  |  | Media Vocabulary  realism impressionism perspective romanticism palette |  |  | Writing to compare: Interpretive essay |
| Standards |  |  |  | L.11–12.6 |  |  | W.2; W.9, W.11.5 |
| *from* Dust Tracks on a Road  Zora Neale Hurston | Autobiography | Base Words | Literary Nonfiction  Autobiography  Social context  Dialogue  Dialect | Words relate to someone who is an extrovert  self-assurance, forward, brazenness | Multiple-Meaning Words | Author’s Style Style: Figurative Meanings  Overstatement  Idioms | Oral Presentation  Compare-and-Contrast Discussion  Informative Talk  Interview |
| Standards |  | L.4.b | RI.6 | L.4 | L.5 | L.5.a; RI.4 | SL.11.1, SL.6 |
| Chicago/Wilderness  Carl Sandburg | Poetry Collection 1 | Context Clues | Language and Meaning  Imagery  Repetition  Personification | Words describe features or qualities of people or animals that also describe the city  brawling, wanton, cunning | Present participles | Author’s Style: Poetic Structures  Line lengths  Ellipsis |  |
| Standards |  | L.4.a | RL.4 | L.4; L.5.a | L.4.b | RL.5 |  |
| Sandburg’s Chicago | Photo Gallery |  |  | Media vocabulary  Focal point Depth of field Foreground and background |  |  | Writing to Compare: Multimedia Account  Multimedia presentation  Slide show  Museum exhibit guide |
| Standards |  |  |  | L.6 |  |  | RI.7; SL.5, SL.11.1, SL.11.4, SL.11.6 |
| In the Longhouse, Oneida Museum  Roberta Hill /  Cloudy Day  Jimmy Santiago Baca | Poetry Collection 2 | Context Clues | Poetic Devices  figurative language  figures of speech  Personification  Simile  Metaphor | Words all describe conflict  strife, sinister, vigilant | Etymology | Author’s Style: Poetic Conventions  Repetition, End-stopped lines Enjambment  Stanza breaks |  |
| Standards |  | L.4.a | RL.4; L.5 | L.4 | L.4.c | RL.5 |  |
| Introduction *from* The Way to Rainy Mountain  N. Scott Momaday | Memoir | Context Clues | Literary Nonfiction  Historical writing  Reflective writing | Words related to religion  reverence, rites, deicide | Latin Roots -dei- and -cid- | Poetic Prose  Figurative language Imagery | Writing to Compare: Informative Essay |
| Standards |  | L.4.a | RI.6  RI.11.4 | L.4 | L.4.b | RI.4; L.5 | W.2; W.9 W.11.5, W.11.10. |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Give an Explanatory Talk Prompt: It is my belief that a human imagination is shaped by the architectures it encounters at an early age. Standards: SL.1.b, SL.11.4, L.11.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Explanatory Essay Writing Prompt: What makes certain places live on in our memory? Standards: W.2.a  SL Outcome: Oral Presentation  Standards: SL.4 | | | | | | | |

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| Grade 11, Unit 5 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| The Crucible, Act I  Arthur Miller | Drama | Structural Elements of Drama  Dialogue  Stage directions  Dramatic exposition | vindictive calumny defamation | Latin Root: -fama- | Personal Pronouns  Nominative Case  Objective Case Possessive Case  First-person pronouns  Second-person pronouns  Third-person pronouns |  |  |
| Standards |  | RL.3; RL.5 | L.5 | L.5 | L.1; L.1.a; L.3 |  |  |
| The Crucible, Act II  Arthur Miller | Drama | Literary Elements in Drama  Conflict  Plot  External conflict  Internal conflict | condemnation, magistrates, proceedings | Technical Words |  |  | Whole-class discussion |
| Standards |  | RL.3; RL.5 | L.6; L.4.c | L.6 |  |  | SL.1.a |
| The Crucible, Act III  Arthur Miller | Drama | Character Development  Characterization  Direct characterization  Indirect characterization | remorseless, effrontery, callously | Connotation | Author’s Choices: Literary Devices  Dramatic irony  Verbal irony |  |  |
| Standards |  | RL.3; RL.6 | L.5 | L.5.b |  |  |  |
| The Crucible, Act IV  Arthur Miller | Drama | Literary Forms; Biblical allusions  Allegory  Literal meaning  Symbolic meaning  Theme | Words relate to arguments  conciliatory, adamant, disputation | Etymology | Realism  Setting  Plot  Dialogue | Argument | Thematic Analysis |
| Standards |  | RL.2; RL.4 | RL.2; L.4.c | L.4.c | W.9, RL.11.5 | W.1; W.9.a | SL.11.4, SL.11.6 |
| The Crucible L.A. Theatre Works | Audio Performance |  | Media vocabulary  Audio play  Inflection  Expression |  |  | Critical review |  |
| Standards |  |  |  |  |  | RL.7; W.9.a, W.11.5 |  |
| Performance Task: Writing Focus | | | | | | | |
| Mode: Write an Argument Prompt: Could any of the characters in The Crucible have done more to end the hysteria in Salem? Standards: W.1.a-f; W.10; W.11.4, W.11.5, W.11.8, W.11.10  Language Development: Conventions  Standards: L.1 | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| from Farewell to Manzanar  Jeanne Wakatsuki Houston and James D. Houston | Autobiography | Base words | Development of Complex Ideas  Characterization  Direct characterization  Indirect characterization | Words all refer to working secretly with the  enemy  collaborator, conspirators, espionage | Latin Suffix: -or | Author’s Style: Author's Point of View  First-person point of view |  |
| Standards |  | L.4.b | RI.3 | L.4 | L.4.d | RI.11.1,RI.6 |  |
| Interview With George takei Archive of American Television | Video |  |  | Media Vocabulary  documentary eyewitness account framing |  |  | Writing to compare:  Compare-and-contrast essay |
| Standards |  |  |  | SL.3; L.6 |  |  | RI.7; W.2; W.9.b  W.11.5 |
| Antojos  Julia Alvarez | Short Story | Context Clues | Author’s Choices: Narrative  Structure  Chronological order  In medias res  Flashback  Foreshadowing | Words all come directly  from the Spanish language  cantina, cabana, machetes | Loanwords | Conventions  and Style: Pronouns  and Antecedents | Research: Research  Project |
| Standards |  | L.4.a | RL.5; RL.3 | L.4 | L.4.c | L.1 | W.7, W.11.2 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Present an Argument Prompt: Do people usually learn from their fear? Standards: SL.1.c, SL.11.4 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Argument Writing Prompt: Is fear always a harmful emotion?  Standards: W.11.1.a-e, W.11.10, SL.11.1, SL.11.4.b SL outcome: Speech  Standards: SL.4.b | | | | | | | |

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| Grade 11, Unit 6 | | | | | | | |
| Whole-Class Learning | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions  or Author’s Style | Effective Expression: Writing to Sources | Effective Expression: Speaking and Listening |
| Everyday Use  Alice Walker | Short Story | Character  Characterization  Themes | Words help reveal the tentative way Maggie acts in the story  sidle, shuffle, furtive, cowering, awkward, hangdog | Exocentric Compounds | Conventions and Style: Dialect  Dialect  Regionalism | Narrative | Partner Discussion |
| Standards |  | RL.3 | L.1.b | L.1.a | L.3.a | W.3.a-e, W.3 | SL.1; SL.1.a |
| Everything Stuck to Him  Raymond Carver | Short Story | Narrative Structure  Frame story  Introductory story  Internal story | Words are all compound words  waterfowl, letterhead, overcast, shotgun | Endocentric Compounds | Pronouns and Antecedents | Narrative Scene | Dialogue |
| Standards |  | RL.5 | L.3 | L.1 | L.3 | RL.3; W.3.a-e; W.3 | SL.4.a; SL.6 |
| The Leap  Louise Erdrich | Short Story | Narrative Structure  Foreshadowing  Suspense  Pacing | Words that suggest distance or closeness  encroaching, instantaneously, anticipation, constricting, perpetually, superannuated | Latin Root: -strict- | Author’s Style: Motif  Symbol  Theme | Anecdote | Oral response to literature |
| Standards |  | RL.3 | RL.4 | L.4.b | RL.4 | W.3 | SL.4 , SL.11.6 |
| Performance Task: Writing Focus | | | | | | | |
| Mode: Write a Narrative Prompt: How do stressful situations often reveal the best and worst in people? Standards: W.11.3.a-e, W.11.5, W.11.10, L.11.1, L.11.4.c  Language Development: Style  Standards: W.3.b; L.1 | | | | | | | |
| Small-Group Learning | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development: Conventions or Style | Effective Expression: Writing Speaking and Listening Research |
| A Brief History of the Short Story  D. F. McCourt | Literary History | Context Clues | Sequence of Events  Chronological order | Words relate to change and status  supplanted, ascendant, renaissance | Latin Root: -scend- | Active and Passive Voice | Research Report  Extended definition  Graph  Analytical paper |
| Standards |  | L.4.a | RI.3; RI.5 | L.4.b | L.4.b | L.1.a | W.7 |
| An Occurence at Owl Creek Bridge  Ambrose Bierce | Short Story | Context Clues | Structure  Omnisicient third-person point of view  Limited third-person point of view  Stream of consciousness | Words relate to formalities  etiquette, deference, dictum | Latin suffix: -um | Run-ons and Fragments  Varying Syntax for Effect  Syntax  Asyndeton |  |
| Standards |  | L.4.a | RL.5 | L.4 | L.4.b | L.1.a; L.3 |  |
| The Jilting of Granny Weatherall  Katherine Anne Porter | Short Story | Familiar Word Parts | Narrative Structure  Stream of consciousness  Flashback  Narrative point of view | These medical words relate to someone who is in poor health  hypodermic, clammy, dyspepsia | Greek prefix: dys- | Author’s Style: Figurative language  Metaphor  Simile | Writing to Compare: Oral Presentation |
| Standards |  |  | RL.5 | RL.4 | L.4.b | L.5 | W. 2; W.5; SL.6  SL.11.1, SL.11.4 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Mode: Present a Narrative Prompt: The day felt as if it would never end. Standards: SL.11.1.a-d, SL.11.4 , SL.11.5, SL.11.6 | | | | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | |
| Mode: Review Notes for a Narrative Writing Prompt: How does a fictional character or characters respond to life-changing news? Standards: W.11.3.a-e, W.11.10, SL.11.4, SL.11.5, SL.11.6  SL outcome: Storytelling session Standards: SL.5 | | | | | | | |