

# Crawfordsville High School | Curriculum & Pacing Guide

<b>Department:</b> English Language Arts			
<b>Course:</b> English 11 EF	<b>Grade:</b> 11	<b>Quarter:</b> 1 of 4	<b>Last Updated:</b> 5/26/23

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
Encounters and Foundations (4 weeks)	<p><b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.5 (compare/contrast central ideas in different works)</b> 11-12.RC.6 (development of ideas or events) <b>11-12.RC.7 (author’s rhetoric)</b> 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) <b>11-12.W.1 (write arguments)</b> 11-12.W.4 (writing process) <b>11-12.W.5 (research)</b> <b>11-12.CC.2 (reason with evidence in discussion)</b> 11-12.CC.3 (expand conversations) <b>11-12.CC.4 (respond to multiple perspectives)</b> 11-12.CC.6 (present information) <b>11-12.CC.7 (media presentations)</b></p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “Sky Tree”</li> <li>● Read “Coyote Finishes His Work”</li> <li>● Read “The Earth Only”</li> <li>● Identify and analyze theme</li> <li>● Read “Here Follow Some Verses on the Burning of Our House”</li> <li>● Analyze effect of diction</li> <li>● Read from “Sinners in the Hands of an Angry God”</li> <li>● Identify main ideas</li> <li>● Read from <i>Scarlet Letter</i></li> <li>● Read from <i>Interesting Narrative of the Life of Olaudah Equiano</i></li> <li>● Read “Speech to the Virginia Convention”</li> <li>● Review terms and purpose of rhetoric</li> <li>● Read from <i>Declaration of Independence</i></li> <li>● Read from “Declaration of the Rights of Women”</li> <li>● Annotate key vocabulary in texts</li> <li>● Practice writing process</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Write an editorial</li> <li>● Write and present a speech</li> <li>● Compare and contrast point of view in two texts (<i>Declaration of Independence</i> and “Declaration of the Rights of Women”)</li> </ul>
Who is to Blame? (6 weeks)	<p><b>11-12.RC.1 (analyze literary text through evidence)</b></p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read informational texts about surrounding topics</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Use group norms to respond to multiple</li> </ul>

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.3 (effect of structure)</b> 11-12.RC.6 (development of ideas or events) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) <b>11-12.W.1 (write arguments)</b> 11-12.W.4 (writing process)	<ul style="list-style-type: none"> <li>● Discuss historical and cultural context and influences for characters</li> <li>● Discuss historical context for author</li> <li>● Read <i>The Crucible</i></li> <li>● Identify and analyze theme</li> <li>● Identify dramatic elements</li> <li>● Analyze characterization in the play (static and dynamic, development)</li> <li>● Analyze conflicts in the play</li> <li>● Analyze mood and tone of play</li> <li>● Annotate key vocabulary in texts</li> <li>● Read "I, Tituba, Black Witch of Salem"</li> <li>● Discuss effect of adaptation or interpretation of character</li> </ul>	perspective and text evidence to reach consensus in round-robin discussion <ul style="list-style-type: none"> <li>● Write short summaries of texts</li> <li>● Complete chart of text evidence while reading</li> <li>● Write argumentative paper over <i>The Crucible</i></li> </ul>

<b>Department:</b> English Language Arts			
<b>Course:</b> English 11	<b>Grade:</b> 11EF	<b>Quarter:</b> 2 of 4	<b>Last Updated:</b> 5/26/23

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
Imagination and the Individual (4 weeks)	<b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.3 (effect of structure)</b> <b>11-12.RC.5 (compare/contrast central ideas in different works)</b>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read "The Tide Rises"</li> <li>● Read "The Raven"</li> <li>● Analyze figurative language</li> <li>● Read from <i>Self-Reliance</i></li> <li>● Read from <i>Walden</i></li> <li>● Read "Devil and Tom Walker"</li> <li>● Read "The Minister's Black Veil"</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Analyze rhetoric for technique and effect</li> <li>● Analyze structure and development of central ideas in arguments</li> <li>● Write a modern-day horror story</li> </ul>

Unit:	<b>11-12 Standards (Essential <i>bolded and italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
	<p>11-12.RC.6 (development of ideas or events)  <b>11-12.RC.7 (author’s rhetoric)</b>            11-12.RC.8 (delineate and evaluate argument)            11-12.RC.10 (synthesize U.S. and world documents)            11-12.RC.12 (word nuance)            11-12.RC.13 (analyze diction in literature)  <b>11-12.RC.14 (analyze diction in nonfiction)</b>  <b>11-12.W.3.3 (write narrative compositions)</b>            11-12.W.4 (writing process)  <b>11-12.CC.2 (reason with evidence in discussion)</b></p>	<ul style="list-style-type: none"> <li>● Read “Pit and the Pendulum”</li> <li>● Read “Fall of the House of Usher”</li> <li>● Analyze tone and mood</li> <li>● Compare and contrast themes</li> <li>● Read from “Resistance to Civil Government”</li> <li>● Read from “Letter from Birmingham Jail”</li> <li>● Read from “On Nonviolent Resistance”</li> <li>● Discuss rhetoric</li> <li>● Compare and contrast points of view and rhetoric</li> </ul>	
<p>Celebrate the People.            Celebrate the Self            (3 weeks)</p>	<p><b>11-12.RC.1 (analyze literary text through evidence)</b>            11-12.RC.2 (compare/contrast themes in different works)            11-12.RC.4 (compare/contrast works of literary or cultural significance)            11-12.RC.11 (context clues)            11-12.RC.12 (word nuance)            11-12.RC.13 (analyze diction in literature)  <b>11-12.W.1 (write arguments)</b>            11-12.W.4 (writing process)            11-12.CC.1 (collaborative discussions)  <b>11-12.CC.2 (reason with evidence in discussion)</b></p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “ I Hear America Singing”</li> <li>● Read from <i>Song of Myself</i></li> <li>● Read “ The Soul Selects Her Own Society”</li> <li>● Read “ Because I Could Not Stop for Death”</li> <li>● Read “ Noiseless Patient Spider”</li> <li>● Read “ My Life Closed Twice Since it Closed”</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Compare and Contrast theme two texts</li> <li>● Analyze literary techniques for (catalogues, symbolism, tone, rhyme, , irony , paradox and theme)</li> <li>● Compare works of different literary periods</li> </ul>

**Department:** English Language Arts

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**Grade:** 11EF

**Quarter:** 3 of 4

**Last Updated:** 5/25/23

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
Conflicts: Part 1 Slavery (2 weeks)	<b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.5 (compare/contrast central ideas in different works)</b> 11-12.RC.6 (development of ideas or events) <b>11-12.RC.7 (author's rhetoric)</b> 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) <b>11-12.RC.14 (analyze diction in nonfiction)</b> <b>11-12.W.1 (write arguments)</b> 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions) <b>11-12.CC.2 (reason with evidence in discussion)</b>	<ul style="list-style-type: none"><li>• Respond to bell-ringer questions</li><li>• Read from <i>Narrative of the Life of Frederick Douglass</i></li><li>• Analyze the way authors use figures of speech , including metaphors</li><li>• Read from <i>Incidents of a Slave Girl</i></li><li>• Identify and analyze metaphor and historical context within multiple texts of the same period</li><li>• Identify conflict and its contribution to the story</li><li>• Analyze the speech and what it reveals about the character.</li><li>• Read “ Follow the Drinking Gourd”</li><li>• Identify and analyze symbolism within the work and how it contributes to meaning</li><li>• Read “ Swing Low Sweet Chariot”</li><li>• Identify and analyze symbolism within the work and how it contributes to meaning</li><li>• Read” The Most Remarkable Woman of the Age”</li><li>• Identify and analyze tone and motives of the author</li><li>• Read “ An Occurrence at Owl Creek Bridge”</li><li>• Create an escape plan</li></ul>	<ul style="list-style-type: none"><li>• Write short constructed responses integrating textual evidence</li><li>• Analyze rhetoric for technique and effect</li><li>• Analyze structure and development of central ideas in arguments</li><li>• Compare and contrast point of view in two texts (from <i>Narrative of the Life of Frederick Douglas</i> and from <i>Incidents of a Slave Girl</i></li><li>• Analyze themes within literature and support with textual evidence</li></ul>

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>● Analyze author’s style and how it contributes to the work</li> <li>● Discuss and identify the changing points view and its impact on the reader</li> <li>● Organize event into sequential order</li> <li>● Identify author’s purpose</li> </ul>	
Conflicts: Part 2 (3 weeks)	11-12.RC.4 (compare/contrast works of literary or cultural significance) <b>11-12.RC.5 (compare/contrast central ideas in different works)</b> 11-12.RC.6 (development of ideas or events) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.W.4 (writing process) <b>11-12.11-12.W.5 (research)</b>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read , annotate and summarize multiple sources on common research topic</li> <li>● Create outlines for each paragraph</li> <li>● Follow writing process</li> <li>● Practice MLA style and in text citations and works cited pages</li> </ul>	<ul style="list-style-type: none"> <li>● Write formal historical research paper on the Civil War</li> <li>● Annotate sources of Research</li> <li>● Cite sources in MLA</li> </ul>
Comparing Points of View: The Civil War (4 weeks)	<b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.3 (effect of structure)</b> 11-12.RC.4 (compare/contrast works of literary or cultural significance) <b>11-12.RC.5 (compare/contrast central ideas in different works)</b> 11-12.RC.11 (context clues) <b>11-12.W.1 (write arguments)</b> <b>11-12.W.2 (write informative compositions)</b> <b>11-12.CC.2 (reason with evidence in discussion)</b>	<ul style="list-style-type: none"> <li>● Read “ A Mystery of Heroism”</li> <li>● Analyze and identify imagery and situational irony.</li> <li>● Identify and analyze theme and characterizationRead” War is Kind”</li> <li>● Analyze and identify situational irony</li> <li>● Analyze diction and how it contributes to the tone</li> <li>● Read “ Gettysburg Address”</li> <li>● Compare the styles of diction and tone in two works of a similar time period</li> <li>● Read “ Letter to Sarah Ballou”</li> </ul>	<ul style="list-style-type: none"> <li>● Write extended responses using textual evidence.</li> <li>● Write short response compare and contrast responses comparing works with similar, theme, topic, characters</li> <li>● Analyze how vernacular impacts story’s tone and mood</li> <li>● Analyze setting , imagery, connotation</li> <li>● Compare and contrast works created during the same historical period and how it impacts perspective .</li> <li>● Evaluate philosophical , political, religious , ethical and social influences of a historical period.</li> </ul>

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>● Analyze the context and impact by reading from a historical document</li> <li>● Read “ A Diary from Dixie”</li> <li>● Identify and give context to biblical allusion and how it relates to the time period.</li> <li>● Read “ I Will Fight No More Forever”</li> <li>● Analyze a similar historical context from multiple points of view</li> <li>● Read “ The Celebrated Jumping Frog of Calaveras County”</li> <li>● Analyze how setting, character use of vernacular impact the story.</li> <li>● Understand and analyze comedic devices specifically irony and hyperbole</li> <li>● Read from <i>To Build a Fire</i></li> <li>● Identify and analyze the concept of naturalism and its impact on the plot</li> <li>● Identify and analyze the cause and effect relationships</li> <li>● Identify and analyze the literary device of foreshadowing</li> <li>● Interpret tone and point of view and its influence on the plot of the story</li> <li>● Read “ A Pair of Silk Stockings”</li> <li>● Analyze and identify motivation and paradox within the text and its influence on the plot</li> <li>● Read “ A Wagner Matinee”</li> </ul>	

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> <li>● Analyze the impact of the use of similes and flashback and what they contribute to the piece as a whole</li> <li>● Analyze the characterization within this time period</li> <li>● Read “ Story of an Hour”</li> <li>● Discuss and analyze the social implications of the time period through character analysis</li> <li>● Read “ Douglas”</li> <li>● Read “ We Wear a Mask”</li> <li>● Discuss the impact of Realism and how it contributes to the literary time period</li> <li>● Compare and contrast multiple works of the same author and how the message represents a perspective of the historical and literary time period in which the work was written.</li> </ul>	

<b>Department:</b> English Language Arts			
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Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
Redefining the American Dream (3 weeks)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> 11-12.RC.2 (compare/contrast themes in different works) <b><i>11-12.RC.3 (effect of structure)</i></b>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “ The River Merchant’s Wife”</li> <li>● Evaluate the author’s use of imagery</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Write descriptive poem</li> <li>● Write a poem with concrete images</li> <li>● Write a descriptive essay</li> </ul>

Unit:	11-12 Standards (Essential <b><i>bolded and italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
	<p><b><i>11-12.RC.5 (compare/contrast central ideas in different works)</i></b>  11-12.RC.6 (development of ideas or events)  <b><i>11-12.RC.7 (author’s rhetoric)</i></b>  11-12.RC.11 (context clues)  11-12.RC.12 (word nuance)  11-12.RC.13 (analyze diction in literature)  <b><i>11-12.RC.14 (analyze diction in nonfiction)</i></b>  <b><i>11-12.W.1 (write arguments)</i></b>  11-12.W.4 (writing process)  11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>  11-12.CC.3 (expand conversations)  <b><i>11-12.CC.4 (respond to multiple perspectives)</i></b></p>	<ul style="list-style-type: none"> <li>● Read “ The Love Song of J. Alfred Prufrock”</li> <li>● Analyze the author’s use of rhetorical devices in a dramatic monologue</li> <li>● Analyze the meanings of the allusions within the story and its impact on its overall meaning.</li> <li>● Read “ Red Wheelbarrow”</li> <li>● Discuss and respond to the uses of imagery and how it contributes to the theme.</li> <li>● Read “Somewhere I Have Traveled Gladly Beyond”</li> <li>● Evaluate the use of paradox and persuasive techniques and their impact on the tone of the poem</li> <li>● Read “ Soldiers Home “</li> <li>● Analyze the protagonist/anti-hero using specific details from the text and how does it reflect the time period ( post WWI)</li> <li>● Read “ Winter Dreams”</li> <li>● Draw inferences about both the characters and social influences in relation to the time period.</li> <li>● Identify and discuss the motivation of both the author and characters.</li> <li>● Make inferences based on the characters and the time period and how they relate to the story line</li> <li>● Read “A Rose for Emily”</li> <li>● Evaluate the influence on the setting of the story and its</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze character elements</li> <li>● Write an argument constructed response</li> </ul>



Unit:	<b>11-12 Standards (Essential <i>bolded and italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
		<p>contribution to the plot.</p> <ul style="list-style-type: none"> <li>● Make inferences as to why a character might be motivated to act in such a certain way based on the societal norms</li> <li>● Evaluate the elements of a classic “ Southern Gothic “ novel and its contribution to American Literature</li> </ul>	
<p>Mid Century Voices Part 1 (1 week)</p>	<p><b>11-12.RC.1 (analyze literary text through evidence)</b>  11-12.RC.2 (compare/contrast themes in different works)  11-12.RC.4 (compare/contrast works of literary or cultural significance)  <b>11-12.RC.5 (compare/contrast central ideas in different works)</b>  11-12.RC.6 (development of ideas or events)  11-12.RC.12 (word nuance)  11-12.RC.13 (analyze diction in literature)  11-12.W.4 (writing process)  11-12.CC.1 (collaborative discussions)  <b>11-12.CC.2 (reason with evidence in discussion)</b>  11-12.CC.3 (expand conversations)</p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “ A Leader of the People”</li> <li>● Discuss and evaluate the use of idioms and imagery by the author.</li> <li>● Identify and analyze the conflict(s) in the story and how impact the characterization</li> <li>● Read “The Secret Life of Walter Mitty”</li> <li>● Identify and discuss the use of parody and jargon by author and how does it enrich or contextualize the story</li> <li>● Evaluate the cause and effect relationships within the story</li> <li>● Analyze the word choice within the story.</li> <li>● Read “ Death of a Hired Man”</li> <li>● Draw inferences about the characters</li> <li>● Evaluate what is narrative poetry</li> <li>● Identify and discuss indirect characterization</li> <li>● Identify the use of imagery and what it infers about the character(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Analyze character elements</li> <li>● Demonstrate comprehension with objective tasks</li> <li>● Identify archetypes</li> <li>● Analyze use of parody</li> </ul>

<b>Unit:</b>	<b>11-12 Standards (Essential <i>bolded and italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Harlem Renaissance ( 1 week)	<p><b><i>11-12.RC.1 (analyze literary text through evidence)</i></b>            11-12.RC.2 (compare/contrast themes in different works)  <b><i>11-12.RC.3 (effect of structure)</i></b>            11-12.RC.4 (compare/contrast works of literary or cultural significance)  <b><i>11-12.RC.5 (compare/contrast central ideas in different works)</i></b>            11-12.RC.11 (context clues)  <b><i>11-12.W.1 (write arguments)</i></b>  <b><i>11-12.W.2 (write informative compositions)</i></b>            11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b></p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “Incident”</li> <li>● Read “ The Weekly Blues”</li> <li>● Read “ Harlem”</li> <li>● Read <i>from</i> “ Dust Tracks on a Road”</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Analyze rhythm and mood in literary texts</li> <li>● Analyze use of metaphor</li> <li>● Demonstrate understanding of historical background</li> </ul>
Bronx Masquerade ( 2 weeks)	<p><b><i>11-12.RC.1 (analyze literary text through evidence)</i></b>            11-12.RC.2 (compare/contrast themes in different works)  <b><i>11-12.RC.3 (effect of structure)</i></b>            11-12.RC.11 (context clues)            11-12.RC.12 (word nuance)            11-12.RC.13 (analyze diction in literature)  <b><i>11-12.W.1 (write arguments)</i></b>            11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>            11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “ Bronx Masquerade”</li> <li>● Synthesize the narrator's observations and commentary on the individual character’s works</li> <li>● Analyze the correlation between the back story and the character’s poem.</li> <li>● Identify poetic/ literary devices used within the poem</li> <li>● Compare and contrast the poetry of the Harlem Renaissance to that of “modern day” Harlem</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate comprehension with objective tasks</li> <li>● Compare and contrast poetry forms and elements</li> <li>● Analyze character elements</li> <li>● Write an autobiographical poem / slam poem</li> </ul>

<b>Unit:</b>	<b>11-12 Standards (Essential <i>bolded and italicized</i>):</b>	<b>Suggested Texts and Activities:</b>	<b>Assessments:</b>
Mid Century Voices Part 2 ( 1 week)	<p><b><i>11-12.RC.1 (analyze literary text through evidence)</i></b>  11-12.RC.2 (compare/contrast themes in different works)  <b><i>11-12.RC.3 (effect of structure)</i></b>  11-12.RC.11 (context clues)  <b><i>11-12.W.1 (write arguments)</i></b>  11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>  11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> <li>● Respond to bell-ringer questions</li> <li>● Read “ Chicago”</li> <li>● Identify and analyze examples of epithets, personification and metaphor and what they represent in the poem</li> <li>● Read “ Mrs. George Reece”</li> <li>● Analyze the characterization of the subject in the poem</li> <li>● Read “ The Life you Save May Be Your Own”</li> <li>● Identify and discuss multiple meaning words</li> <li>● Evaluate dialect and its impact on the story</li> <li>● Identify descriptive language and how it enriches the story</li> <li>● Evaluate the characters’ motivation.</li> <li>● Identify examples of foreshadowing and irony</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast elements of poems</li> <li>● Write analytical essay</li> </ul>
Contemporary Lit - Modern to Present ( 2 weeks)	<p><b><i>11-12.RC.1 (analyze literary text through evidence)</i></b>  11-12.RC.2 (compare/contrast themes in different works)  <b><i>11-12.RC.5 (compare/contrast central ideas in different works)</i></b>  11-12.RC.6 (development of ideas or events)  <b><i>11-12.RC.7 (author’s rhetoric)</i></b>  11-12.RC.11 (context clues)  11-12.RC.12 (word nuance)  11-12.RC.13 (analyze diction in literature)  <b><i>11-12.W.1 (write arguments)</i></b>  <b><i>11-12.W.2 (write informative</i></b></p>	<ul style="list-style-type: none"> <li>● Read “Comparing POV in WWII”</li> <li>● Synthesize multiple perspectives of the WWII</li> <li>● Read “Death of Ball Turret Gunner”</li> <li>● Evaluate imagery and implied metaphor</li> <li>● Read “ Rules of the Game”</li> <li>● Interpret idioms</li> <li>● Determine author’s purpose and character motivation</li> <li>● Draw parallels through generalizations</li> <li>● Compare works from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Write short constructed responses integrating textual evidence</li> <li>● Evaluate credibility in writing</li> <li>● Analyze point of view in constructed response</li> <li>● Write an argument in constructed response</li> <li>● Defend a characterization of theme and conflict in constructed response</li> <li>● Write a compare and contrast essay</li> <li>● Write a literary analysis essay</li> </ul>

Unit:	11-12 Standards (Essential <i>bolded and italicized</i> ):	Suggested Texts and Activities:	Assessments:
	<p><b><i>compositions</i></b>            11-12.W.4 (writing process)  <b><i>11-12.W.5 (research)</i></b>            11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b></p>	<ul style="list-style-type: none"> <li>● Evaluate and identify imagery</li> <li>● Read “When Mr. Pirzadde Came to Dinner”</li> <li>● Evaluate the impact of historical influences and character interactions on plot</li> <li>● Identify and support theme with textual evidence</li> <li>● Read from <i>Black Boy</i></li> <li>● Discuss the impact of dialogue and making inferences supported by textual evidence</li> <li>● Evaluate tone</li> <li>● Discuss and identify idioms and their meaning within the story</li> <li>● Synthesize recurring themes</li> <li>● Read <i>from</i> “ In Search of Our Mother Gardens”</li> <li>● Identify main idea with supporting details.</li> <li>● Interpret idioms</li> </ul>	

### ELA 11-12 Standards, 2023

Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.

#### Reading Comprehension

Learning Outcome: Students analyze the author’s technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

<b>11-12.RC.1 (analyze literary text through evidence)</b>	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain. (E)	<b>Textual evidence inferences interpretations cite</b>
11-12.RC.2 (compare/contrast)	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	themes

themes in different works)		
<b>11-12.RC.3 (effect of structure)</b>	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. (E)	parallel episodes pacing flashbacks mystery tension structure of a work
11-12.RC.4 (compare/contrast works of literary or cultural significance)	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	character types archetypes myth allusion
<b>11-12.RC.5 (compare/contrast central ideas in different works)</b>	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.(E)	<b>central ideas</b>
11-12.RC.6 (development of ideas or events)	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
<b>11-12.RC.7 (author's rhetoric)</b>	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text. (E)	<b>rhetoric author's perspective/purpose</b>
11-12.RC.8 (delineate and evaluate argument)	Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	argument reasoning evidence false statements fallacious reasoning author's argument
11-12.RC.9 (synthesize accounts in different mediums)	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	

11-12.RC.10 (synthesize U.S. and world documents)	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	synthesize
11-12.RC.11 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
11-12.RC.12 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
11-12.RC.13 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
<b>11-12.RC.14 (analyze diction in nonfiction)</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)	<b>figurative meanings</b> <b>connotative meanings</b> <b>technical meanings</b> <b>word choice</b> <b>tone</b>
<b>Writing</b>		
Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.		
<b>11-12.W.1 (write arguments)</b>	Write <b>arguments</b> in a variety of forms that: <ul style="list-style-type: none"> <li>a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and</li> </ul>	<b>arguments</b> <b>precise claims</b> <b>counterclaims</b> <b>reasons</b> <b>evidence</b> <b>transitions</b> <b>consistent style and tone</b> <b>concluding statement</b>

	<p>concerns.</p> <p>d. Use effective transitions 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> <p>e. Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented. (E)</p>	
<b>11-12.W.2 (write informative compositions)</b>	<p>Write <b>informative</b> compositions on a variety of topics that:</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</p> <p>b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E)</p>	<p><b>topic</b>  <b>complex ideas</b>  <b>facts</b>  <b>definitions</b>  <b>details</b>  <b>quotations</b>  <b>information</b>  <b>examples</b>  <b>transitions</b>  <b>vocabulary choice</b>  <b>style</b>  <b>concluding statement</b>  <b>topic sentence</b>  <b>supporting sentence</b>  <b>clincher</b>  <b>paraphrase</b></p>
<b>11-12.W.3 (write narrative compositions)</b>	<p>Write <b>narrative</b> compositions in a variety of forms that–</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>b. Create a smooth progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><b>narrative</b>  <b>conflict</b>  <b>pacing</b>  <b>sensory details</b>  <b>setting</b>  <b>problem</b>  <b>points of view</b>  <b>events</b></p>

	<ul style="list-style-type: none"> <li>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</li> </ul>	
11-12.W.4 (writing process)	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> <li>a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</li> <li>b. Use technology to generate, 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 (<i>e.g., use of publishing programs, integration of multimedia</i>)</li> <li>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ul>	<p><b>draft</b> <b>revision</b> <b>editing</b></p>
11-12.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>c. Assess the usefulness of each source in answering the research question.</li> <li>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>e. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation.</li> <li>f. Present information, choosing from a variety of formats. (E)</li> </ul>	<p><b>inquiry questions</b> <b>authoritative sources</b> <b>annotations</b> <b>plagiarism</b> <b>synthesis</b></p>

**Communication and Collaboration**

Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker’s stylistic choices.



11-12.CC.1 (collaborative discussions)	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	collaborative discussions
<b>11-12.CC.2 (reason with evidence in discussion)</b>	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	<b>textual evidence in discussion</b>
11-12.CC.3 (expand conversations)	Expand 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.	
<b>11-12.CC.4 (respond to multiple perspectives)</b>	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)	
<b>11-12.CC.5 (evaluate speaker's argument)</b>	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	
11-12.CC.6 (present information)	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.	
<b>11-12.CC.7 (media presentations)</b>	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	
<b>11-12.CC.8 (impact of media on the public)</b>	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	