



11th Grade English Language Arts Curriculum Resources

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

11th Grade ELA - Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1	1	Launch Week	Introductions, Pre-Assessment, Rules	
1	1	1. Figurative and Literary Language	11.4, 11.5	11.14, 11.23
1	3	2. Irony	11.1, 11.3, 11.4, 11.5, 11.6, 11.16, 11.18	11.11, 11.14, 11.15, 11.17
1	1	3. Part of Speech	11.19	11.14, 11.15
1	1	4. Connecting to Literature	11.1, 11.3, 11.6	11.14, 11.15
1	2	5. Expository Writing	11.11abc, 11.19	11.10
2	3	6. Gothic	11.1, 11.3, 11.4, 11.5	11.6
2	2	7. Narrative Writing	11.14, 11.15	
2	2	8. Theme - Self Reflection	11.1, 11.3	11.14, 11.15
2	2	9. Poetry	11.3, 11.4, 11.5	11.14, 11.15, 11.20
3	3	10. Historical Texts	11.1, 11.2	11.8
3	2	11. Argumentative Writing	11.2, 11.26	11.22
3	4	12. Drama	11.1, 11.3, 11.4, 11.5	11.6, 11.7, 11.8, 11.14, 11.15
4	2	13. Current Events	11.13	11.12
4	2	14. Research	11.7, 11.10, 11.21, 11.24, 11.25, 11.26, 11.28, 11.29	11.22, 11.27, 11.30
4	2	15. Public Speaking	11.8	11.10, 11.20
4	3	16. Portfolio	Encompass all standards	

UNIT 1: Figurative and Literary Language**DURATION: 1 week****CONTENT STANDARDS****PRIORITY STANDARDS**

- 11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 11.5 Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.

SUPPORTING STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.23 Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Types of figurative language	Identify types of Figurative Language	Remembering	A	WME 302
		Applying	B	WME 302, 402, 602, 702
Connotation vs. Denotation	Use connotation in digital texts	Understanding	C	WME 201, 301
		Applying	B	WME 501, WME 601, WME 701
Author's Point of View	Identify POV	Understanding	C	PPV 402
		Analyzing	D	PPV 602, 702
Tone vs. Mood	Identify the effects of author's tone	Remembering	A	WME 301, 401
		Evaluating	C	WME 501, 502, 601, 701

Universal themes vs motifs	Identify themes in various texts	Analyzing	D	IDT 201
		Analyzing	D	IDT 402, 501, 502, 601, 701

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: Students will be introduced to types of figurative language/literary terms • Day 2: Students will be introduced Author’s POV, differences between tone and mood, universal themes, and identifying motifs • Day 3: Students will practice analyzing text(s) with skills. 	KEY VOCABULARY <ul style="list-style-type: none"> • Metaphor • Simile • Onomatopoeia • Hyperbole • Personification • Alliteration • Allusions 	<ul style="list-style-type: none"> • Idioms • Irony • Motif • Theme • Connotation • Denotation
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How do author’s use figurative language devices to perfect their credit? (Honors) • What is figurative language and how is it used? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Figurative Language terms • Connotation and denotation • Main Idea • Context Clues 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Figurative Language Bingo Disney/Pixar shorts Music (“Roar”/ Rap)	Analyze text . “The Secret Life of Walter Mitty” by James Thurber

ACTIVITIES & RESOURCES	
Figurative Language Bingo Disney/Pixar shorts Music (“Roar”/ Rap)	
RTI Create small groups for students with IEPs and 3 grades below	EXTENSION OPPORTUNITIES Students are given the opportunity to research songs integrating figurative and connotation

UNIT 2: Irony

DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 11.5 Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.
- 11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 11.16 Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
- 11.18 Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

SUPPORTING STANDARDS

- 11.11 Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Elements of Google Classroom		Remember	A	
	Create slides in Google Slides	Creating	D	
Themes		Analyze	C	IDT 402, 501
	Identify themes in Cultural Literature	Analyze	C	IDT 502, 601, 701

Types of figurative language		Remember	A	WME 602, 702
	Identify types of Figurative Language	Understand	B	WME 602, 702
Connotation vs. Denotation		Understand	B	WME 402
	Use connotation in digital texts	Creating	D	WME 602, 702 503, 504
Author's Point of View		Analyze	C	PPV 402
	Identify POV	Understand	B	PPV 503, 602, 603
Tone vs. Mood		Analyze	C	PPV 702
	Identify the effects of author's tone	Evaluate	D	WME 301, 401, 601, 701
Universal themes vs motifs		Understand	B	IDT 201, 402
	Identify themes in various texts	Evaluate	D	IDT 601, 701

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Week 1: Identify types of irony, Introduce social elements of various cultures Week 2: Analyzing irony in Prose Fiction Week 3: Create own short story with ironic endings 	KEY VOCABULARY <ul style="list-style-type: none"> Cultural Perspective Irony Theme 	<ul style="list-style-type: none"> Tone Rhetoric
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> How does irony affect the reader? How does cultural perspective affect the theme of fictional prose? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> American Culture Denotation of Irony 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Guided Readings Comprehension Checks Possible Quizzes (Quizlet, Quizziz)	Ironic short story created by students.

ACTIVITIES & RESOURCES	
“A Sound of Thunder” “Two Kinds” “Eraser Tatto” “The Scarlet Ibis” Google Slides	
RTI Small groups Lower level reading “Cannibalism in the Car”	EXTENSION OPPORTUNITIES Students can create short stories in Google Slides

UNIT 3: Parts of Speech

DURATION: 1 week

CONTENT STANDARDS

PRIORITY STANDARDS

- **11.19 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents .**

SUPPORTING STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility .

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Parts of Speech		Remember	A	TOD 302 SST 401 USG 202, 301, 303, 401
	Identify Parts of Speech	Analyze	C	SST 502, 602 USG 502, 503, 601, 602
Syntax		Understand	C	PUN 501, 601 USG 502
	Create simple, compound, compound complex sentences.	Create	D	ORG 405, 501, 503, 604 SST 202, 301, 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- **Week 1: Students will be able to correctly identify the eight parts of speech and incorporate it in quick writing - consisting of simple, compound, and compound complex**
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KEY VOCABULARY

- **Noun**
- **Verb**
- **Pronouns**
- **Adjective**
- **Adverbs**
- **Conjunctions**
- **Prepositions**
- **Interjection**

ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • Why is written communication important? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Basic knowledge of the eight parts of speech
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Escape room Parts of speech Bingo	Respond to Quickwrites writing prompts. Creating a menu for a restaurant.
ACTIVITIES & RESOURCES	
Escape room Parts of speech Bingo 11th Grade Writer’s Choice Khan Academy Nearpod	
RTI Nearpod Sentence dissection	EXTENSION OPPORTUNITIES Students will create a backstory or commercial for their restaurant.

UNIT 4: Connecting to Literature

DURATION: 1 week

CONTENT STANDARDS

PRIORITY STANDARDS

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

SUPPORTING STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Ways to connect to Literature		Understand	B	USG 202, 401
	Compare and contrast media vs literature	Evaluate	C	USG 202, 401

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Introduce students to the 3 ways to connect to literature
- Day 2: Introduce structure of compare and contrast reflection
- Day 3: Compare text to media

KEY VOCABULARY

- Compare
- Contrast
- Media
- Text-to-text
- Text-to-self
- Text-to-world

ESSENTIAL QUESTION(S)

- How do I make connections between ideas and text supported by textual evidence?

PRIOR KNOWLEDGE

- Structure of informational text

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Connecting to paper media Connecting to visual media Connecting to social media Create a Twitter post (Google Slides)	Create a newsletter.

ACTIVITIES & RESOURCES	
Newspaper article Magazine article Short story with a youtube short CNN-10 or MSNBC Tik-Tok or Twitter	
RTI Peer Tutors Collaborative Work	EXTENSION OPPORTUNITIES Record a nightly news broadcast

UNIT 5: Expository Writing

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **11.11 Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.**
 - a. Incorporate narrative techniques in other modes of writing as appropriate.
 - b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
 - c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
- **11.19 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents .**

SUPPORTING STANDARDS

- **11.10 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Elements of a story		Remember	A	CLR 201
Elements of a plot		Remember	A	REL 401, 501, 601, 701
	Create a narrative.	Create	D	ORG 201

	Provide descriptive details.	Evaluate	D	TOD 302
	Use appropriate transitions	Apply	C	ORG 502, 601, 603, 701, 702
Common transitional words and phrases.		Remember	A	ORG 201, 401, 501
Types of conflict		Remember	A	REL 401, 501
	Identify internal vs external conflict	Analyze	C	REL 601, 701

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Week 1: Define all elements in creating a narrative Week 2: Create and revise narrative 	KEY VOCABULARY <ul style="list-style-type: none"> Narrative Exposition Rising action Climax Falling action Resolution Character 	<ul style="list-style-type: none"> Setting Dialogue Plot Conflict Flashback Foreshadowing
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> What are the reasons that cultures and individuals create narratives of their experiences? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Plot Diagram Dialogue Quotations Sequencing 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Complete plot diagram	Create a narrative essay.

ACTIVITIES & RESOURCES

Plot Diagram
Writing Rubric
Writing Outline

RTI
One-On-One with teacher

EXTENSION OPPORTUNITIES
Create a slideshow that illustrates your narrative
Create comic strip that illustrates your narrative

UNIT 6: Gothic

DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 11.5 Evaluate structural and organizational details in literary, nonfictional/informational, digital, and multimodal texts to determine how genre supports the author's purpose.

SUPPORTING STANDARDS

- 11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Author background information	Create Gothic fictional narratives	Create	D	KLA 201, 403
Themes in Gothic Literature		Apply	A	KLA 504, 603

		Apply	A	IDT 201, 402
	Identify elements in gothic selection	Analyze	C	IDT 501, 502, 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: Introduce elements of Gothic Literature • Weeks 2: Identify and Analyze Literature selections • Week 3: Create a Gothic short story 	KEY VOCABULARY <ul style="list-style-type: none"> • Gothic • Theme • Internal conflict 	<ul style="list-style-type: none"> • Isolation • Horror • Anthology
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • What elements of Gothic Literature engage us? Why? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Defining theme • Connotation 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Guided Reading Comprehension Checks Gather Author background information	Create your own Gothic short story. Create 2 sentence scary story.

ACTIVITIES & RESOURCES
“The Monkey’s Paw” “The Tell-Tale Heart” “The Black Cat” “Survivor Type” “Fall of the House of the Usher” “2 sentence scary stories” Superstitions Urban Legends “Sleepy Hollow” “The Raven” “An Occurrence at Owl Creek Bridge”

RTI

Create a plot diagram for “Black Cat” or “Tell-Tale Heart”

EXTENSION OPPORTUNITIES

Urban Legend Research (posterboard or google slides)

UNIT 7: Narrative Writing

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility .

SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Elements of a story		Remember	A	I&A 202, 302
Elements of a plot	Create a narrative.	Remember	A	I&A 402, 502, 602
	Provide descriptive details.	Create	D	ORG 201, 301, 401, 501
	Use appropriate transitions	Evaluate	C	D&S 301
		Create	D	ORG 401, 501, 601
Common transitional words and phrases.		Remember	A	ORG 201, 301
Types of conflict	Identify internal vs external conflict	Apply	B	ORG 301, 401,
		Apply	B	ORG 501, 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Define all elements in creating a narrative
- Week 2: Create and revise narrative

KEY VOCABULARY

- Narrative
- Exposition
- Rising action
- Climax
- Falling action
- Resolution
- Character

- Setting
- Dialogue
- Plot
- Conflict
- Flashback
- Foreshadowing

ESSENTIAL QUESTION(S)

- What are the reasons that cultures and individuals create narratives of their experiences?

PRIOR KNOWLEDGE

- Plot Diagram
- Dialogue
- Quotations
- Sequencing

FORMATIVE ASSESSMENT

Complete plot diagram

SUMMATIVE ASSESSMENT

Complete narrative writing

ACTIVITIES & RESOURCES

Plot Diagram
Writing Rubric
Writing Outline

RTI
One-on-One with teacher

EXTENSION OPPORTUNITIES

Create a slide show or comic strip that illustrates your story.

UNIT 8: Theme - Self Reflection

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

SUPPORTING STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility .

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Create digital texts	Create	D	
	Analyze themes	Evaluate	C	
Self-Awareness	Express themselves through media and writing	Evaluate	C	ORG 302 KLA 302, 402
		Apply	B	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: : Guided Reading and Comprehension Checks
- Week 2: Expressing yourself through various medias

KEY VOCABULARY

- Moral
- Internal conflict

ESSENTIAL QUESTION(S)

- How do we express ourselves when we are having an internal conflict?
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PRIOR KNOWLEDGE

- Figurative Language
- How to close read

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Comprehension Checks	Self-Expression writing

ACTIVITIES & RESOURCES	
Self-Awareness checks Personality Quiz	
RTI N/A	EXTENSION OPPORTUNITIES Create a collage or visual media representation (vision board)

UNIT 9: Poetry**DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 11.5 Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.

SUPPORTING STANDARDS

- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- 11.20 Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Identify themes in poetry	Analyzing	C	IDT 402, 502, 701
	Identify use of figurative language	Analyzing	C	WME 302
Rhyming Patterns		Apply	B	

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Introduce poetry construction and vocabulary
- Week 2: Identify and create works of poetry

KEY VOCABULARY

- Ode
- Ballad
- Lyric
- Sonnet
- Haiku
- Stanza
- Meter
- Refrain
- Blank verse
- Couplet
- Rhyme
- Rhythm
- Quatrain
- Alliteration
- Allusion

ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • How does poetry contribute to our understanding of self and others in the world? • 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Figurative Language • How to close read • Imagery
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Rhyme scheme Analyze a poem	Create poetry booklet (5 poems - standard) (10 poems- honors)
ACTIVITIES & RESOURCES	
“I Hear America Singing” “The Rose that Grew from Concrete” “Whispers of Heavenly Death” “Casey at Bat” (standard) “Because I Could Not Stop for Death” “Annabel Lee”	
RTI Breaking down rhyming in music	EXTENSION OPPORTUNITIES Film a rap video

UNIT 10: Historical Texts**DURATION: 3 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.

SUPPORTING STANDARDS

- 11.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Analyze informational texts	Evaluating	C	SYN 501, 701
Purpose and Tone		Understand	B	CLR 705
	Identify Purpose and Tone in informational texts	Analyze	C	SYN 501, 701
	Gather information from audio and visual medias	Apply	B	CLR 705

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Gathering key information from printed text
- Week 2: Gather information from audio and visual medias
- Week 3: Analyzing theme, tone, connotation, and foreshadowing in informational texts

KEY VOCABULARY

- Claim
- Tone
- Connotation
- Foreshadowing
- Mapping

ESSENTIAL QUESTION(S)

- How do we draw meaning and understanding from a given text?

PRIOR KNOWLEDGE

- Close Reading
- Identifying key terms

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Mapping various texts Completing graphic organizers on audio and visual medias</p>	<p>Create a time-line (Group projects)</p>
ACTIVITIES & RESOURCES	
<p>Brochures Newspaper articles Fliers Presidential or Historical Figure’s Speeches Slave Narrative “The Diary of Anne Frank” “Night”</p>	
<p>RTI Small Group</p>	<p>EXTENSION OPPORTUNITIES Utilize other media to explain a significant historical event.</p>

UNIT 11: Argumentative Writing

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **11.2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.**
- **11.26 Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.**

SUPPORTING STANDARDS

- 11.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.
 - a. Exhibit stylistic complexity and sophistication in writing.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Organizational structure		Remember	A	ORG 202, 302, 402
	Organize facts and important details	Apply	B	ORG 502, 602
Transitional phrases		Remember	A	ORG 201, 301, 401
	Provide supporting details	Evaluate	C	D&S 301, 501, 601
	Address multiple viewpoints	Evaluate	C	I&A 502, 602

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Select topic, gather evidence, write a strong thesis
- Week 2: Writing structure, peer editing, publish

KEY VOCABULARY

- Claim
- Evidence
- Opposing
- Rebuttal

- Style
- Tone
- Conclusion

ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • Why is it important to have supporting evidence? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • Parts of an essay • Basic punctuation • Parts of a sentence
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Outline Gather Information Works Cited	Argumentative Essay
ACTIVITIES & RESOURCES	
Research cards Writing notebook	
RTI Peer Tutors, One-on-one with teacher	EXTENSION OPPORTUNITIES Create a powerpoint or visual aid for essay

UNIT 12: Drama**DURATION: 4 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
- 11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
- 11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
- 11.5 Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.

SUPPORTING STANDARDS

- 11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- 11.7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
- 11.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
- 11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
- 11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility .

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Historical background		Remember	A	SYN 401
	Analyzing characters	Evaluate	C	CLR 202, REL 301
Stage directions		Understand	B	
	Identify Foreshadowing and imagery	Analyze	D	PPV 201
Archetypes/ Stock characters		Understand	B	CLR 202, REL 301

Types of Drama		Apply	B	
Use of chorus		Understand	B	
Plot structure		Apply	B	TST 404, 505, 603, 703

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Understanding historical background
- Week 2: Act 1-2, identifying theme
- Week 3: Act 4-5 Analyzing conflict and foreshadowing
- Week 4: Project design or performance

KEY VOCABULARY

- Articulation
- stage directions
- Monologue/soliloquy
- Foreshadow

- Prologue
- Epilogue
- Dialogue

ESSENTIAL QUESTION(S)

- Does your name define you and what others perceive about you?

PRIOR KNOWLEDGE

- Figurative Language
- Identifying tone and mood
- Identifying theme

FORMATIVE ASSESSMENT

Group Discussions
Exit Slip on foreshadowing
Write a different ending
Tombstone project

SUMMATIVE ASSESSMENT

Present design project
Present a monologue or scene

ACTIVITIES & RESOURCES

“The Crucible”

Group Discussions
Exit Slip on foreshadowing
Write a different ending
Create a tombstone

RTI

Common Lit. The Crucible
Graphic Novel - The Crucible

EXTENSION OPPORTUNITIES

Cast and design a dream production of “The Crucible”
Volunteer for Spring Production

UNIT 13: Current Events**DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 11.13 Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

SUPPORTING STANDARDS

- 11.12 Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Analyze informational texts	Evaluate	D	SYN 201, 301, 401
Purpose and Tone		Understand	B	SYN 501, 601, 701
	Identify Purpose and Tone in informational texts	Evaluate	D	WME 501, 601, 701
	Gather information from audio and visual medias	Apply	B	

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Gathering key information from printed text. Gather information from audio and visual medias
- Week 2: Analyzing theme, tone, connotation, and foreshadowing in informational texts

KEY VOCABULARY

- Claim
- Tone
- Connotation
- Foreshadowing
- Mapping

ESSENTIAL QUESTION(S)

- How does the past contribute to the future?

PRIOR KNOWLEDGE

- Identifying key terms
- Basic knowledge of current events

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Graphic Organizer Project Outline	Small Group Project on current events happening.
ACTIVITIES & RESOURCES	
Project Rubric Graphic Organizer Videos Interviews	
RTI Small group, Peer Tutors	EXTENSION OPPORTUNITIES Create a short documentary

UNIT 14: Research**DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- **11.7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.**
- **11.10 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.**
- **11.21 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.**
- **11.24 Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.**
 - **a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.**
- **11.25. Use a variety of search tools and research strategies to locate credible sources.**
- **11.26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.**
- **11.28 Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.**
- **11.29 Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.**

SUPPORTING STANDARDS

- **11.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
 - **a. Exhibit stylistic complexity and sophistication in writing.**
- **11.27 Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.**
- **11.30 Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Interpret information from various medias	Apply	B	SYN 501, 701

	Locate reliable sources	Analyze	C	
	Present oratorically in front of peers	Create	D	
Plagiarism guidelines		Understand	B	KLA 201
	Compose clear, coherent writing	Create	D	L&C 202, 302, 402, 502, 602

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> Week 1: Establish topic, rules of plagiarism, gather information Week 2: Organize information, compose writing, peer editing, publish and present 	KEY VOCABULARY <ul style="list-style-type: none"> Plagiarism Quoting Paraphrasing 	<ul style="list-style-type: none"> Summarizing Citations Sources
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> Varies depending on student selection 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Parts of an essay Parts of speech 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Student research cards Student Outline Peer Editing copy	Final Research paper

ACTIVITIES & RESOURCES

Writing notebooks Research notecards Writing Rubric	EXTENSION OPPORTUNITIES Create an audio or visual media to accompany your research paper or topic.
RTI One-on-one with teacher Peer Tutor	

UNIT 15: Public Speaking

DURATION: 2 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **11.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.**

SUPPORTING STANDARDS

- 11.10 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
- 11.20 Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Speech Outlines		Apply	C	ORG 402,502, 602
Non-verbal cues		Apply	B	
	Organize persuasive details	Create	D	ORG 501, 601

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1: Decide on topic, gather information, create outline
- Week 2: Practice breath support and posture, present speeches

KEY VOCABULARY

- Non-verbal cues
- Posture
- Articulation
- Diaphragm

ESSENTIAL QUESTION(S)

- What is the most important thing you were taught as a child you still carry with you today?

PRIOR KNOWLEDGE

- How to project
- Articulation

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

Speech Outline Labeled breath support	Present speech
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ACTIVITIES & RESOURCES

Speech rubric Research notecards
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RTI One-on-one with teacher	EXTENSION OPPORTUNITIES Create visual or audio aids for speech presentations
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UNIT 16: Portfolio**DURATION: 3 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

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SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Purpose of a portfolio (personal)		Understand	B	
	Create a portfolio theme.	Create	D	
	Select texts and writing samples to be included in portfolio	Evaluate	D	
	Revise samples to correlate with theme of portfolio	Evaluate	D	

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Identify theme of portfolio, identify texts and writing
- Week 2: Revise writing samples, add additional selections
- Week 3: Organize and create forward for portfolio

KEY VOCABULARY

- Portfolio
- Theme
- Collection
- Anthology,

ESSENTIAL QUESTION(S)

- Why is it important to express yourself through literature and writing?

PRIOR KNOWLEDGE

- Identifying key terms
- Figurative Language
- Parts of an essay
- Identify types of literature

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
List of selections Exit Slip stating theme of portfolio	Completed portfolio
ACTIVITIES & RESOURCES	
Various texts Various Writing Samples	
RTI Peer Tutor Small Group	EXTENSION OPPORTUNITIES Create illustrations for selections used.

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

- **R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.**
 - Examples: emails, directions, diagrams, charts, other common workplace documents
- **R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.**
 - Examples: short and long prose texts, poetry, dramas
- **R3. Utilize active listening skills in formal and informal conversations, following predetermined norms. Expression**
- **R4. Use digital and electronic tools appropriately, safely, and ethically.**
- **R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.**
- **R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.**
 - Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language
- **R7. Use context clues to determine meanings of unfamiliar spoken or written words.**

Knowledge - Students need to know... <ul style="list-style-type: none"> • 	Skills - Students need to be able to do... <ul style="list-style-type: none"> • 	
Learning Targets <ul style="list-style-type: none"> • • 	Bloom's Taxonomy:	Quad:
Key Vocabulary: <ul style="list-style-type: none"> • 	Examples, Activities, & Helpful Resources:	