

Section 1: CORE UNITS

Grade, Subject: English 11	Strand (Unit): Drama
Big Idea: Writers use character development, symbolism (allegory), and dramatic structure to turn historical events into powerful stories that reveal human nature.	
PA Core Standards: <ul style="list-style-type: none">● CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.● CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.● CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.● CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.● CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.● CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.● CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)● CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.● CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Career Standard: <ul style="list-style-type: none">● 13.3.11E. Evaluate time management strategies and their application to both personal and work situations.	
Essential Questions: <ul style="list-style-type: none">● How do writers transform historical events into compelling narratives?● In what ways can characterization reveal a writer’s message or critique?● How does symbolism shape a reader’s understanding of a text?● What techniques do authors use to create tension and move a plot forward?● How does tone influence the meaning of a text?● How can literature reflect—and shape—public opinion during times of fear or conflict?● What are the similarities and differences between Puritan literature and modern drama in style and purpose?● How do historical and cultural contexts influence an author’s craft?	Concepts/Understandings (SWKT...): <ul style="list-style-type: none">● Writers transform historical events into stories by making deliberate choices about plot, character, and setting.● Characterization reveals a writer’s perspective on human nature and morality.● Symbolism adds layers of meaning that go beyond the literal events of the plot.● Dramatic structure is used to control pacing, build tension, and create emotional impact.● Tone shapes how a reader interprets a text’s events, characters, and themes.

	<ul style="list-style-type: none">● Literature can influence public opinion, especially during times of fear or social unrest.● Differences in style and purpose emerge when comparing Puritan literature, modern drama, and persuasive rhetoric.● Historical and cultural context strongly influences an author's literary choices and audience response.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● allegory● stereotypes● witch hunt● spectral evidence● plain style● inverted style (inversion)● figure of speech● The Great Awakening● McCarthyism	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none">● Analyze how authors adapt historical events to serve a narrative purpose.● Explain how characterization reveals deeper messages about human behavior.● Identify and interpret symbolism across different genres.● Trace how dramatic structure shapes a reader's experience of tension and resolution.● Determine tone and explain how it affects meaning and audience perception.● Compare the style and purpose of Puritan poetry, sermons, and modern plays.● Connect literary works to their historical and cultural contexts to deepen understanding.● Evaluate how literature reflects and responds to moments of societal fear or conflict.● Support interpretations with strong textual evidence in writing and discussion.
<p><u>Assessments:</u></p> <ul style="list-style-type: none">● Common assessment: <i>The Crucible</i> Missing Scene Project (compose an original scene from a play)● Quizzes throughout● Paragraph writing or reflective journal writing	

Resources:

Exemplar Texts

- “Upon the Burning of Our House” - Anne Bradstreet
- “Sinners in the Hands of an Angry God” - Jonathan Edwards
- *The Crucible* - Arthur Miller
- *The Scarlet Letter* - Nathaniel Hawthorne (Honors)

Supplemental Texts

- “Narrative of the Captivity” - Mary Rowlandson
- excerpt from “New England Primer” - Benjamin Harris
- “Why I Wrote *The Crucible*” - Arthur Miller
- “The Lesson of Salem” - Newsweek staff
- “New Study Backs Thesis on Witches” - Walter Sullivan
- Various nonfiction texts related to McCarthyism and the Red Scare

Film:

- *The Crucible* (1996)

Video:

- “Salem Witch Trials” (Discovery Education)
- “The Salem Witch Trials” (History Channel)

Grade, Subject: English 11

Strand (Unit): Rhetoric

Big Idea: Writers and speakers make deliberate language choices to shape how audiences think, feel, and act.

PA Core Standards:

- CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.
--Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.
- CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Standards:

- 13.2.11A Apply effective speaking and listening skills used in a job interview.
- 13.3.11E. Evaluate time management strategies and their application to both personal and work situations.

Essential Questions:

- How do writers and speakers use rhetorical strategies to persuade their audiences?
- What makes some persuasive messages more powerful or memorable than others?
- How can ethos, pathos, and logos influence an audience?
- How do historical and cultural contexts affect the way a speech or text is written and received?
- In what ways can rhetorical appeals be used ethically—or unethically?

Concepts/Understandings (SWKT...):

Students will know that...

- Rhetoric is the strategic use of language to achieve a purpose.
- Ethos, pathos, and logos are essential rhetorical appeals, often used in combination for maximum impact.
- Diction, syntax, imagery, and tone contribute significantly to persuasion.
- Audience and purpose shape every rhetorical choice.

<ul style="list-style-type: none">● How can studying great speeches help us become more effective writers and speakers?● How can research strengthen a persuasive argument?● How do writers structure arguments to lead an audience toward a specific conclusion?	<ul style="list-style-type: none">● Historical speeches and foundational documents are crafted to inspire, unite, or challenge audiences within specific contexts.● Strong persuasive writing requires credible, well-researched evidence to support claims.● Organization and structure—such as clear thesis statements, logical sequencing, and effective conclusions—are critical to argument success.● Ethical persuasion requires honesty, credibility, and respect for the audience.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● rhetoric● logos● pathos● ethos● occasion (exigence)● parallelism● anecdote● aphorism● rhetorical question	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none">● Identify and analyze rhetorical appeals and strategies in historical speeches, political documents, and modern addresses.● Evaluate how context influences rhetorical choices and audience reception.● Interpret the role of diction, syntax, imagery, repetition, and tone in creating persuasive impact.● Compare and contrast rhetorical strategies across different time periods, purposes, and audiences.● Formulate a clear, arguable thesis for a persuasive research essay.● Gather, evaluate, and integrate credible sources to strengthen a written argument.● Organize ideas logically, using effective introductions, transitions, and conclusions.● Use rhetorical strategies (ethos, pathos, logos) in their own writing to engage and persuade a target audience.● Revise and edit writing for clarity, precision, and rhetorical effectiveness.● Present persuasive ideas orally or in writing with confidence and rhetorical awareness.
<p><u>Assessments:</u></p> <ul style="list-style-type: none">● Common assessment: research based persuasive essay● Common assessment: persuasive presentation● Quizzes throughout● Projects throughout● Reflective journal writing	

Resources

Exemplar Texts:

- excerpts from *Autobiography of Benjamin Franklin*
- “Speech to the Virginia Convention” - Patrick Henry
- “Declaration of Independence” - Thomas Jefferson

Supplemental Texts:

- “The Crisis, No. 1” - Thomas Paine
- “Letter to John Adams” - Abigail Adams
- “Declaration of Sentiments of the Seneca Falls Woman’s Rights Convention” - Elizabeth Cady Stanton

Video:

- “Berlin Wall Speech” - Ronald Reagan
- “Inaugural Address” - JFK
- “I Have a Dream Speech” - Martin Luther King, Jr.

<u>Grade, Subject:</u> English 11	<u>Strand (Unit):</u> Novel
<u>Big Ideas:</u> Authors and filmmakers use plot, character, and symbolism in different ways to communicate messages about society, and comparing versions of a story reveals how medium and creative choices shape meaning.	
<u>PA Core Standards:</u> <ul style="list-style-type: none">● CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.● CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.● CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.● CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.● CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.● CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.● CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.● CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	

- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Standard:

- 13.3.11E. Evaluate time management strategies and their application to both personal and work situations.

Essential Questions:

- How can literature and film reflect the fears and values of their time?
- How can a story act as a warning or commentary on society?
- In what ways do characters embody or resist the pressures of their world?
- How does symbolism deepen a reader’s or viewer’s understanding of a work?
- How does narrative structure influence a story’s impact?
- How does censorship or control over information affect individual thought and society?
- How does comparing a novel and its film adaptation reveal differences in interpretation and message?
- What can we learn from the choices authors and filmmakers make when telling the same story?

Concepts/Understandings (SWKT...):

- Storytellers use setting, plot, and character to explore and critique societal issues.
- Symbolism, imagery, and figurative language (or visual techniques in film) convey deeper meanings.
- Narrative structure shapes the tension, pacing, and emotional arc of a story.
- Historical and cultural context influences both the content and style of a work.
- Censorship and control of information can limit ideas, creativity, and individuality.
- Different mediums (novel vs. film) use different tools to achieve similar or divergent purposes.
- Comparing works across mediums reveals how creative choices shape audience interpretation.

Vocabulary:

- dystopia
- censorship
- comparison & contrast
- point-by-point
- subject-by-subject
- alienation
- science fiction

Competencies/Skills (SWBAT...):

- Analyze how setting, plot, and context contribute to a story’s message.
- Examine how characters develop and change in response to conflict.
- Identify and interpret symbols in literature and visual media.
- Explain how narrative structure impacts meaning and audience experience.
- Compare and contrast a literary text and its film adaptation, noting changes in plot, character, tone, and theme.
- Evaluate how medium-specific techniques (language vs. visuals, narration vs. cinematography) affect storytelling.

	<ul style="list-style-type: none"> ● Connect a work to historical and contemporary issues to deepen understanding. ● Support literary and film analysis with specific textual and visual evidence. ● Create an analytical or creative product that demonstrates understanding of similarities and differences between the novel and film.
<p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Common assessment: comparison and contrast ● Quizzes throughout ● Projects throughout <p><u>Resources</u></p> <p>Exemplar Text:</p> <ul style="list-style-type: none"> ● <i>Fahrenheit 451</i> - Ray Bradbury <p>Film:</p> <ul style="list-style-type: none"> ● <i>Fahrenheit 451</i> (1966) 	

Grade, Subject: English 11	Strand (Unit): Poetry & Personal Narratives
<p><u>Big Ideas:</u> Poets use language, imagery, and structure to express ideas about individuality, nature, and the human spirit. Transcendentalist poetry reflects how literature can both shape and challenge cultural values.</p>	
<p><u>PA Core Standards:</u></p> <ul style="list-style-type: none"> ● CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. ● CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. ● CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. ● CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ● CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. 	

- CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
- CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.3.11–12.E: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.11–12.F: Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

- How can poetry express philosophical ideas?
- In what ways does Transcendentalist poetry challenge the norms of its time?
- How do poets use imagery, figurative language, and structure to convey meaning?
- How does a poet’s view of nature influence the themes of their work?
- What does Transcendentalist poetry reveal about the relationship between the individual and society?
- How does understanding historical and cultural context deepen our reading of a poem?
- How can comparing poems by different Transcendentalist poets reveal variations in style and perspective?
- In what ways can the ideas of Transcendentalism still be relevant today?

Concepts/Understandings (SWKT...):

- Transcendentalist poetry reflects a belief in self-reliance, the importance of nature, and the inherent goodness of people.
- Poets use figurative language, imagery, and symbolism to communicate complex philosophical ideas.
- Poetic structure (free verse, meter, stanza form) affects rhythm, tone, and meaning.
- The diction and tone in poetry are deliberate choices that reflect the poet’s message and audience.
- Historical and philosophical contexts influence a poet’s themes and style.
- Comparing works within the Transcendentalist movement shows both shared ideas and individual expression.
- Poetry can remain relevant across time when its themes connect to universal human experiences.

Vocabulary:

- nonconformity
- civil disobedience
- primary and secondary sources

Competencies/Skills (SWBAT...):

- Identify and analyze imagery, figurative language, tone, and symbolism in poetry.
- Explain how poetic structure contributes to meaning.
- Interpret the philosophical and thematic messages in Transcendentalist poems.
- Connect poems to the historical and cultural context of 19th-century America.
- Compare and contrast poems to identify similarities and differences in style, tone, and message among Transcendentalist poets.

- Evaluate how effectively a poem communicates its philosophical ideas.
- Support interpretations with precise textual evidence.
- Write analytical responses that explain how literary elements convey meaning in poetry.
- Compose original poetry inspired by Transcendentalist ideas, using deliberate literary techniques.

Assessments:

- Common Assessment: Poetry Analysis / Close Reading of a Poem
- Quizzes throughout
- Projects throughout
- Reflective journal writing

Resources:

Exemplar Texts

- excerpt from “Nature” - Ralph Waldo Emerson
- excerpt from “Self-Reliance” - Ralph Waldo Emerson
- excerpts from *Walden* - Henry David Thoreau
- “I Hear America Singing” - Walt Whitman
- “Song of Myself” (various poems) - Walt Whitman
- “Because I Could Not Stop for Death” - Emily Dickinson
- “The Soul Selects Her Own Society” - Emily Dickinson

Supplemental Texts

- *Ethan Frome* - Edith Wharton (Honors)
- “The Tide Rises, the Tide Falls” - Henry Wadsworth Longfellow
- “The Cross of Snow” - Henry Wadsworth Longfellow
- “Eldorado” - Edgar Allan Poe
- “The Raven” - Edgar Allan Poe
- excerpt from “Resistance to Civil Government” (aka “Civil Disobedience”) - Henry David Thoreau
- excerpt from “On Nonviolent Resistance” - Mohandas K. Gandhi
- excerpt from “Letter from Birmingham City Jail” - Martin Luther King, Jr.

Grade, Subject: English 11

Strand (Unit): Oral Tradition

Big Idea: Oral traditions preserve cultural identity, values, and history, and Indigenous American storytelling uses narrative, symbolism, and performance to pass on knowledge across generations.

<u>PA Core Standards:</u> <ul style="list-style-type: none">● CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text.● CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.● CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.● CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.● CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.● CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<u>Essential Questions:</u> <ul style="list-style-type: none">● How do oral traditions serve as a form of literature and historical record?● What values and beliefs are reflected in Indigenous American stories?● How does storytelling shape cultural identity?● In what ways do narrative structure and performance affect the impact of an oral story?● How does symbolism communicate meaning in oral traditions?● How can we compare oral storytelling to written literature in terms of style, purpose, and audience?● How do oral traditions adapt when they are written down or translated?● What can modern audiences learn from listening to and studying Indigenous American stories?	<u>Concepts/Understandings (SWKT...):</u> <ul style="list-style-type: none">● Oral traditions are a central way of preserving history, beliefs, and cultural identity in Indigenous communities.● Storytellers use voice, gesture, repetition, and pacing to engage audiences and enhance meaning.● Symbols, archetypes, and recurring themes in oral traditions convey moral lessons and cultural values.● Narrative structures in oral stories may differ from Western literary conventions, often focusing on cycles, community, and relationships.● The performance context—time, place, audience—affects how a story is told and received.● Written versions of oral stories may lose elements of performance and cultural nuance.● Comparing oral and written forms deepens understanding of storytelling’s purpose and power.
<u>Vocabulary:</u> <ul style="list-style-type: none">● conservationism● animism● monotheism vs. polytheism● The Great Spirit● unity & interconnectedness● the four directions● totemism● axis mundi	<u>Competencies/Skills (SWBAT...):</u> <ul style="list-style-type: none">● Compare and contrast oral and written versions of the same story, noting changes in tone, structure, and meaning.● Discuss how cultural context shapes the themes and style of Indigenous American storytelling.● Evaluate the role of storytelling in preserving history and transmitting values.● Interpret the significance of recurring images, metaphors, character types, themes, symbols, and archetypes.

<ul style="list-style-type: none">● creation story● oral tradition	<ul style="list-style-type: none">● Connect Indigenous American oral traditions to modern literature, film, or personal storytelling practices.● Write reflective or analytical responses supported by evidence from both oral and written sources.
<p>Assessments:</p> <ul style="list-style-type: none">● Quizzes throughout● Projects throughout● Reflective journal writing <p>Resources</p> <p>Exemplar Texts:</p> <ul style="list-style-type: none">● “The Iroquois Constitution”● “The Sun Still Rises in the Same Sky”● “The Sky Tree”● “The Earth Only”● “Coyote Finishes His Work” <p>Supplemental Texts:</p> <ul style="list-style-type: none">● “Chief Seattle’s Letter to the President”● “Chee’s Daughter”● excerpt from <i>Black Elk Speaks</i>● excerpt from <i>Bury My Heart at Wounded Knee</i>	

<p>Grade, Subject: English 11</p>	<p>Strand (Unit): The Short Story</p>
<p>Big Ideas: An effective short story has defining characteristics. American Romantic short stories use symbolism, characterization, and setting to explore imagination, emotion, and the darker and lighter sides of human nature.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none">● CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.● CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.● CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.● CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	

- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

- What are the characteristics of an effective short story?
- What defines American Romanticism, and how is it reflected in short fiction?
- How do authors use setting to create mood and meaning?
- In what ways does symbolism shape a reader’s interpretation of a story?
- How do Romantic writers explore the tension between individuality and society?
- What role does imagination play in Romantic literature?
- How does the use of the supernatural or mysterious affect the tone and message of Romantic short stories?
- How can comparing different Romantic short stories reveal variations in style, tone, and theme?
- How do Romantic ideals still influence literature today?

Concepts/Understandings (SWKT...):

- Writers employ literary elements and techniques to make a short story effective.
- American Romanticism values emotion, imagination, and individuality over reason and logic.
- Romantic short stories often feature vivid settings, symbolic elements, and dramatic or supernatural events.
- Symbolism and imagery convey meaning beyond the literal plot.
- Characterization reveals themes about morality, human nature, and the self.
- Setting is often essential to mood, symbolism, and theme.
- The Gothic subgenre of Romanticism emphasizes mystery, darkness, and psychological complexity.
- Comparing stories from different Romantic authors shows both shared traits of the movement and unique authorial styles.

Vocabulary:

- dominant impression
- internal unity
- denouement (outcome)
- Romanticism
- gothic

Competencies/Skills (SWBAT...):

- Analyze and interpret literary elements and their development throughout a short story.
- Identify and analyze Romantic characteristics in short stories.
- Interpret symbols, imagery, and figurative language to uncover deeper meanings.
- Analyze how setting influences mood, plot, and theme.
- Examine characterization to understand how authors develop themes and conflicts.
- Compare and contrast Romantic short stories by different authors to explore variations in tone, style, and theme.
- Evaluate how supernatural or mysterious elements contribute to meaning.
- Connect Romantic themes to modern literature and media.

	<ul style="list-style-type: none">• Write analytical responses supported by textual evidence.
<p>Assessments:</p> <ul style="list-style-type: none">• Short Story Critique• Quizzes throughout• Projects throughout• Reflective journal writing <p>Resources:</p> <p>Exemplar Texts:</p> <ul style="list-style-type: none">• “The Devil and Tom Walker” - Washington Irving <p>Supplemental Texts:</p> <ul style="list-style-type: none">• excerpt from “The Philosophy of Composition” - Edgar Allan Poe• “Dr. Heidegger’s Experiment” - Nathaniel Hawthorne• “The Minister’s Black Veil” - Nathaniel Hawthorne• “The Pit and the Pendulum” - Edgar Allan Poe	

Section 2: Floating Units

Grade, Subject: English 11	Strand (Unit): African American Literature
<p>Big Idea: African American literature gives voice to the struggle for freedom, identity, and equality. Through narrative, poetry, and prose, writers challenge injustice, preserve cultural memory, and celebrate creativity and resilience.</p>	
<p>PA Core Standards:</p> <ul style="list-style-type: none">• CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.• CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.• CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text.• CC.1.3.11-12.H: Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	

- CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

- How do enslaved persons’ narratives use storytelling to resist oppression and affirm humanity?
- What rhetorical strategies make personal narratives powerful tools for social change?
- How does literature preserve memory and history when voices have been silenced?
- In what ways did the Harlem Renaissance redefine African American identity and cultural expression?
- How do writers use figurative language, imagery, and rhythm to express both suffering and hope?
- How do historical and cultural contexts shape the themes and style of African American literature?
- How do texts from different eras speak to one another?
- How does African American literature continue to influence modern voices and movements?

Concepts/Understandings (SWKT...):

- Enslaved persons’ narratives combine personal testimony, rhetorical appeals, and vivid description to expose the brutality of slavery and affirm human dignity.
- Storytelling can be an act of resistance and empowerment.
- The Harlem Renaissance was a cultural movement that used art and literature to assert racial pride, creativity, and identity.
- Poets and writers of the Harlem Renaissance used figurative language, rhythm, and imagery to explore themes of heritage, resilience, and social justice.
- Historical and cultural contexts (slavery, Reconstruction, Jim Crow, the Great Migration) profoundly shaped the literature of each era.
- Comparing texts across time reveals both continuity (struggles for freedom, identity, equality) and change (styles, forms, and cultural expressions).
- African American literature remains a vital influence on American literature and culture as a whole.

Vocabulary:

- slave narrative
- Harlem Renaissance
- disillusionment
- “a dream deferred”

Competencies/Skills (SWBAT...):

- Analyze rhetorical strategies (ethos, pathos, logos, narrative detail) in enslaved persons’ narratives.
- Interpret figurative language, imagery, tone, and rhythm in Harlem Renaissance poetry.
- Compare and contrast works from different eras to identify evolving themes and styles in African American literature.
- Explain how historical context influences the form and content of a literary work.
- Evaluate how authors use literature as a tool for social change and cultural expression.
- Connect African American literature to broader themes of American identity, freedom, and justice.

	<ul style="list-style-type: none">● Support literary analysis with precise textual evidence from multiple genres.● Present ideas that highlight the power of voice in literature.
<p>Assessments:</p> <ul style="list-style-type: none">● Poetry Analysis/Close Reading of a Poem● Quizzes throughout● Projects throughout● Reflective journal writing <p>Resources:</p> <p>Exemplar Texts:</p> <ul style="list-style-type: none">● excerpt from <i>Narrative of the Life of Frederick Douglass</i> - Frederick Douglass● “A Dream Deferred” - Langston Hughes● “I Too” - Langston Hughes● <i>Their Eyes Were Watching God</i> - Zora Neale Hurston (Honors) <p>Supplemental Texts:</p> <ul style="list-style-type: none">● “Cross” - Langston Hughes● “The Negro Speaks of Rivers” - Langston Hughes● “Tableau” (for Donald Duff) - Countee Cullen● excerpt from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> - Olaudah Equiano● excerpt from <i>Incidents in the Life of a Slave Girl</i> - Harriet Jacobs	

Grade, Subject: English 11	Strand (Unit): Grammar
Big Idea: Writers use grammar, syntax, and punctuation deliberately to create clarity, precision, and style in their communication.	
<p>PA Core Standards:</p> <ul style="list-style-type: none">● CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.● CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.● CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.● CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">● How does grammar affect meaning in writing?● What makes a sentence effective or ineffective?● How can syntax (word order and sentence structure) shape tone and style?● In what ways do punctuation choices influence rhythm and clarity?● How does grammar help writers adjust their voice for different audiences and purposes?● What common errors distract readers and weaken credibility?● How can understanding grammar empower us to break “rules” for effect in creative or rhetorical writing?● How can grammar study strengthen both academic and real-world communication?	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none">● Grammar provides the framework for clear and precise communication.● Syntax (sentence structure) and diction (word choice) influence tone, pacing, and meaning.● Punctuation choices (commas, dashes, semicolons, colons, etc.) shape rhythm and emphasis.● Different audiences and purposes may call for different levels of formality in grammar and style.● Clarity and correctness increase a writer’s credibility.● Skilled writers sometimes bend grammatical conventions intentionally for rhetorical or creative effect.● Editing and revision are essential to effective communication.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● comma usage● misplaced modifiers● parallelism● sentence variety & syntax (sentence branching techniques)● mixed constructions● diction	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none">● Identify and correct common grammatical errors● Analyze how sentence structure and punctuation affect tone, pacing, and clarity.● Apply grammar knowledge to strengthen academic, professional, and creative writing.● Revise sentences for concision, clarity, and stylistic variety.● Evaluate the effectiveness of different grammar and syntax choices in published writing.● Experiment with sentence variety and punctuation to achieve specific stylistic or rhetorical effects.● Use grammar and style conventions to tailor writing for different audiences and purposes.● Proofread and edit their own and others’ writing for accuracy and effectiveness.● Demonstrate mastery of grammar in writing assignments.
<p><u>Assessments:</u></p> <ul style="list-style-type: none">● Exercises throughout● Quizzes throughout <p><u>Resources:</u></p> <ul style="list-style-type: none">● Grammar exercises and resources which will vary based on students’ needs.	

