



Mount Pleasant Central School District

English 11R, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

How can literature reflect social dynamics during major historical eras in American history? In this class, we will study novels, short stories and poetry to identify an author’s purpose through an interpretation of literary techniques and overarching themes. We will also compose various written expressions and project-based assessments illustrating various points of view. Students will be reading texts from the contemporary time period that present and challenge ideas in order to analyze the human experience and students’ burgeoning role in society.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
The Great Gatsby	subj	<ul style="list-style-type: none"> - <i>The Great Gatsby</i> - "<i>She Walks in Beauty</i>" Byron - "<i>We</i>" <i>Miranda</i> - "Us vs. Them" by David Thomas Martinez - various non-fiction texts associated with the 1920s - NoRedInk to introduce and/or reinforce grammar and writing skills 	<ul style="list-style-type: none"> - Independent, student-generated and Membean 	<ul style="list-style-type: none"> -to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their importance -to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and understand key vocabulary terms in the 	<ul style="list-style-type: none"> - Reading comprehension -Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis 	<ul style="list-style-type: none"> -The tragic hero -power/money and social class -love vs. obsession -the feminist theory 	<ul style="list-style-type: none"> -Text Analysis Essays -Close Reading Exams

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				context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			
Of Mice and Men	subj	- <i>Of Mice and Men</i> - "To a Mouse" by Robert Burns - "Harlem" (Dream Deferred) by Langston Hughes - various non-fiction	- Independent, student-generated and Membean	-to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their	- Reading comprehension -Inferencing -Identifying and drafting a claim	-The Christ figure -Poverty & the Depression -euthanasia -The American Dream	-Text Analysis Essays -Close Reading Exams

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		<p>texts associated with the 1930s</p> <ul style="list-style-type: none"> -NoRedInk to introduce and/or reinforce grammar and writing skills 		<p>importance</p> <ul style="list-style-type: none"> -to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct 	<ul style="list-style-type: none"> -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis 		

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				well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			
The Grapes of Wrath	subj	<ul style="list-style-type: none"> - <i>The Grapes of Wrath</i> - "The Battle Hymn of the Republic" by Julia Ward Howe - "Let America Be America Again" by Langston Hughes - various non-fiction texts associated with the 1930s - NoRedInk to introduce and/or reinforce grammar and writing skills 	<ul style="list-style-type: none"> - Independent, student-generated and Membean 	<ul style="list-style-type: none"> - to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their importance - to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and 	<ul style="list-style-type: none"> - Reading comprehension - Inferencing - Identifying and drafting a claim - Using meaningful and relevant evidence to support a claim - Explanation and analysis of evidence 	<ul style="list-style-type: none"> - The Christ figure - Poverty & the Depression 	<ul style="list-style-type: none"> - Text Analysis Essays - Close Reading Exams

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				closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended	-Literary term analysis		

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				responses			
Maus I & II	subj	<ul style="list-style-type: none"> - Maus I & II (anthology) -various non-fiction texts associated with the 1940s and WWII -<i>Jojo Rabbit</i> -<i>Night and Fog</i> -excerpts from <i>Night</i> by Elie Wiesel -"First They Came" by Martin Niemöller -NoRedInk to introduce and/or reinforce grammar and writing skills 	<ul style="list-style-type: none"> - Independent, student-generated and Membean 	<ul style="list-style-type: none"> -to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their importance -to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and 	<ul style="list-style-type: none"> - Reading comprehension -Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis 	<ul style="list-style-type: none"> -Qualities of graphic novels -techniques of graphic novelists -the Holocaust and impact on survivors & families -family dynamics 	<ul style="list-style-type: none"> -Text Analysis Essays -Close Reading Exams

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				understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			
The Crucible	subj	-various non-fiction texts associated with the 1950s and the Red Scare -"Sinners in the Hands	- Independent, student-generated and Membean	-to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary	- Reading comprehension -Inferencing	-the power of fear and paranoia -The tragic hero -McCarthyism/Red Scare	-Text Analysis Essays -Close Reading Exams

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		<p>of an Angry God" by Jonathan Edwards</p> <p>- "Tell all the truth but tell it slant" by Emily Dickinson</p> <p>- NoRedInk to introduce and/or reinforce grammar and writing skills</p>		<p>and supplemental texts, and articulating their importance</p> <p>- to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes</p> <p>- to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working</p>	<p>- Identifying and drafting a claim</p> <p>- Using meaningful and relevant evidence to support a claim</p> <p>- Explanation and analysis of evidence</p> <p>- Literary term analysis</p>		

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				vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			
A Streetcar Named Desire	subj	- A Streetcar Named Desire (text and film) -NoRedInk to introduce and/or reinforce grammar and writing skills	- Independent, student-generated and Membean	-to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their importance -to communicate and collaborate effectively on prompts given for lessons that instruct the	- Reading comprehension -Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim	-Illusion vs. Reality -Masculinity, Power, and Violence -Femininity, Vulnerability, and Social Expectations -Mental Illness and Psychological Trauma -Class Conflict and Resentment	-Text Analysis Essays -Close Reading Exams

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				students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary	-Explanation and analysis of evidence -Literary term analysis		

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				and secondary works in short and extended responses			
Hamlet	subj	<ul style="list-style-type: none"> - <i>Hamlet</i> -selected Shakespearean sonnets -NoRedInk to introduce and/or reinforce grammar and writing skills 	<ul style="list-style-type: none"> - Independent, student-generated and Membean 	<ul style="list-style-type: none"> -to understand the stylistic craft of writing by identifying key literary and rhetorical devices used in primary and supplemental texts, and articulating their importance -to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and 	<ul style="list-style-type: none"> - Reading comprehension -Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence -Literary term analysis 	<ul style="list-style-type: none"> -Mental health -action vs inaction -the tragic hero -appearance vs. reality -power & corruption -fate vs. will 	<ul style="list-style-type: none"> -Text Analysis Essays -Close Reading Exams

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				themes -to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			
Research Paper	subj	Independently selected non-fiction texts focusing on	-Subject specific to independently selected topic and associated	-to understand the stylistic craft of writing by identifying key	- Reading comprehension	-identifying a clear argumentative topic -establishing a clear	-Precis writing -outline -research paper

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		self-selected, topical, argumentative issues	texts -membean	literary and rhetorical devices used in primary and supplemental texts, and articulating their importance -to communicate and collaborate effectively on prompts given for lessons that instruct the students to examine or re-examine and closely-read, or reread, sections of the primary and/or supplemental text(s) focusing on stylistic elements and themes -to identify and understand key vocabulary terms in the context of the primary text and supplemental texts, in order to	-Inferencing -Identifying and drafting a claim -Using meaningful and relevant evidence to support a claim -Explanation and analysis of evidence	position on the topic -generating a thesis -researching the topic and counter argument -determining reliable from unreliable sources	

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				incorporate the terms into their working vocabulary -to construct well-organized, written-responses analyzing and synthesizing chunks of text from the primary and secondary works in short and extended responses			