

Language Arts 11

Units		Common Core Standards	Vocabulary	Pacing
Unit 1: Beginnings - 1750	<ul style="list-style-type: none"> •Native American Tradition/Folklore •Explorers’ Accounts •Slave Narratives •Puritan/Religious Writings •Southern Writers 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>origin myths, folklore, oral tradition, cultural details, exploration narratives, authors’ styles, signal words, slave narratives, journal, author’s point of view, Puritans’ Plain style, apostrophe (form of address), sermon, oratory</p>	<p>11 days</p>
	<p>Assessments: quizzes, test</p>			

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Units		Common Core Standards	Vocabulary	Pacing
Grammar – Unit 1	<ul style="list-style-type: none"> • The 8 parts of speech (review) • apostrophe (direct address) 	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, direct address, comma</p>	5 days
	Assessments: graded assignments, quizzes			

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Writing – Unit 1	<ul style="list-style-type: none"> • essay – compare/contrast the creation myths of Native Americans to each other or to current creation beliefs • essay – compare/contrast current views of God with the Puritan view in <i>Sinners in the Hands of an Angry God</i> • formal MLA research paper 	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. . . . literary analysis essay, research report.); pieces that serve a variety of purposes . . . and that use a variety of organizational patterns (e.g., . . . comparison/contrast.).</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent	2 days 2 days 6 days
	Assessments: essays, formal research paper, MLA format			

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Unit 2: A Nation is Born 1750 - 1800	<ul style="list-style-type: none"> • Autobiography • Newspapers • Primary sources • Letters • Hymns/Poems • Speeches 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>almanac, aphorisms, autobiography, conclusion, journalism, freedom of speech and press, persuasion, audience, charged words, personification, poem of praise, speeches, restatement, repetition, parallelism, rhetorical questions, diction, persuasive appeal, epistle, primary source documents, fact opinion</p>	<p>9 days</p>
	<p>Assessments: quizzes, test</p>			

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Unit 2: Grammar	Topics TBA as students' writing requires	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	TBA	1-2 days
		Assessments: graded assignments, quizzes		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 2: Writing	Formal MLA research paper	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. . . . literary analysis essay, research report.); pieces that serve a variety of purposes . . . and that use a variety of organizational patterns (e.g., . . . comparison/contrast.).</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent</p>	5-6 days
		Assessments: Formal research paper, MLA format		

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Unit 3: A Growing Nation (1800 – 1870)	<ul style="list-style-type: none"> • Short Stories • Poems • Essays/Non-fiction • Fiction 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>third person, omniscient narrator, direct characterization, indirect characterization, cultural attitudes, making inferences, stanza, couplet, quatrain, cinquain, romanticism, transcendentalism, mood, meter, rhythm, rhyme, single effect, gothic, parable, symbol, drawing inferences, theme, archetype, challenge a text, style, metaphor, lyrical, logical, exact rhyme, slant rhyme, diction, free verse</p>	<p>15 days</p>
		<p>Assessments: quizzes, test</p>		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 3: Writing - essay	Analysis – Topics from <u>The Scarlet Letter</u>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g... literary analysis essay, research report,): pieces that serve a variety of purposes ... and that use a variety of organizational patterns (e.g., ...comparison/contrast.)</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent	4-5 days
		Assessments:formal written essay		

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Units	Common Core Standards	Vocabulary	Pacing
	<p>Continued:</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> <p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p> <p>CE 3.3.2 Read and analyze classic and contemporary works of literature representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p> <p>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p> <p>CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>		

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Unit 3: Grammar	Topics TBA as students' writing requires	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	TBA	1-2 days
		Assessments: graded assignments, quizzes		

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Semester 1: Novel Unit <u>The Scarlet Letter</u>	<u>The Scarlet Letter</u>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>	<p>third person, omniscient narrator, direct characterization, indirect characterization, cultural attitudes, making inferences, symbol, theme, archetype, challenge a text, style, metaphor, historical context, tone, mood, point of view, diction, prior background knowledge, internal conflict, external conflict, irony, dramatic irony, verbal irony, situational irony, single effect, plot, exposition, conflict, rising action, climax, falling action, resolution</p>	12 days
	Assessments: daily quizzes, test, (see also – essay)			

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	<p>Continued:</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 4: Division, Reconciliation, and Expansion (1850 – 1914)	<ul style="list-style-type: none"> • Short stories • Songs • Non-fiction – essays • Speeches • Diaries, Journals, & Letters • Government/public documents • Poetry 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>realism, naturalism, historical context, spirituals, American folk songs, refrain, autobiography, tone, mood, point of view, diction, prior background knowledge, diary, journal, fact, opinion, humor, regional dialect, regionalism, local color, internal conflict, external conflict, irony, dramatic irony, verbal irony, situational irony, speaker, single effect, plot, exposition, conflict, rising action, climax, falling action, resolution</p>	<p>11 days</p>
	<p>Assessments: tests, quizzes</p>			

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Units		Common Core Standards	Vocabulary	Pacing
Unit 4: Grammar	Topics TBA as students' writing requires	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	TBA	1-2 days
		Assessments: graded assignments, quizzes		

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	Units	Common Core Standards	Vocabulary	Pacing
Novel: <u>The Adventures of Huckleberry Finn</u>	<u>The Adventures of Huckleberry Finn</u>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p>	<p>third person, omniscient narrator, direct characterization, indirect characterization, cultural attitudes, making inferences, symbol, theme, archetype, challenge a text, style, metaphor, historical context, tone, mood, point of view, diction, prior background knowledge, internal conflict, external conflict, irony, dramatic irony, verbal irony, situational irony, single effect, plot, exposition, conflict, rising action, climax, falling action, resolution</p>	10 days
		Assessments: daily quizzes, test (see also – essay)		

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Units	Common Core Standards	Vocabulary	Pacing
	<p>Continued:</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 4: writing	<p>Analysis – Topics from <u>The Adventures of Huckleberry Finn</u></p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. . . . literary analysis essay, research report.); pieces that serve a variety of purposes . . . and that use a variety of organizational patterns (e.g., . . . comparison/contrast.).</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	<p>brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent</p>	<p>5 days</p>
		<p>Assessments: formal, MLA format essay</p>		

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Units	Common Core Standards	Vocabulary	Pacing
	<p>Continued:</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> <p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p> <p>CE 3.3.2 Read and analyze classic and contemporary works of literature representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p> <p>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p> <p>CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>		

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	Units	Common Core Standards	Vocabulary	Pacing
Unit 5: Disillusion, Defiance, and Discontent (1914 -1946)	<ul style="list-style-type: none"> •Poetry • Non-fiction • Short stories • Speeches 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>modernism, imagist/ imagism, stream-of-consciousness, Harlem Renaissance, dramatic monologue, literary allusions, direct characterization, indirect characterization, draw conclusions, characters’ motivations, theme, symbols, satire, tone, structure, meaning, climax, anticlimax, rising action, predict, first-person point of view, narrator, identify with characters, apostrophe (direct address), personification, flashback, sequence of events, blank verse, pastorals, hyperbole, social context, speaker (poetry), inferences, metaphor, extended metaphor, imagery</p>	11 days
		Assessments: quizzes, tests		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 5 Grammar	Topics TBA as students' writing requires	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	TBA	1-2 days
		Assessments: graded assignments, quizzes		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 5: Writing	<p>MLA format research paper</p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. . . . literary analysis essay, research report.); pieces that serve a variety of purposes . . . and that use a variety of organizational patterns (e.g., . . . comparison/contrast.).</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent</p>	<p>5-6 days</p>
		<p>Assessments: formal written essay</p>		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 6: Prosperity and Protest (1946 – present)	<ul style="list-style-type: none"> • Short stories • Poetry • Non-fiction/essays • Drama 	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, charts maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, and theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement, understatement, omission, and multiple points of view).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p> <p>CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>	<p>postmodernism, confessional poets, grotesque characters, direct characterization, indirect characterization, epiphany, internal conflict, external conflict, atmosphere, foreshadowing, suspense, flashback, anecdote, rites of passage, characters’ motivation, first person point of view/narrator, contrasting characters, plot, inciting incident, exposition, denouement, resolution, flashback, analytical essay, expository essay, satirical essay, tone, line of reasoning, identity, reflective essay, theme, implied theme, objective account, subjective account, inferences, social criticism, static character, dynamic character, cultural context, form, dialogue, stage directions, dramatic exposition, paradox, allusion, historical context, dramatic irony, verbal irony, logical fallacy, theme, extended metaphor</p>	<p>16 days</p>
		<p>Assessments: quizzes, tests</p>		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 6: Grammar	Topics TBA as students' writing requires	<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	TBA	1-2 days
		Assessments: graded assignments, quizzes		

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Units		Common Core Standards	Vocabulary	Pacing
Unit 6: Writing	<p style="text-align: center;">Analysis from <u>The Crucible</u></p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. . . . literary analysis essay, research report.); pieces that serve a variety of purposes . . . and that use a variety of organizational patterns (e.g., . . . comparison/contrast.).</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning— drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text — deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, and political).</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>brainstorm, plan, draft, review, edit, revise, final copy, research, plagiarism, introduction, body paragraph, conclusion, supporting details, citation, parenthetical citation, hanging indent</p>	<p>5-6 days</p>
		<p>Assessments: formal written essay</p>		

Units	Common Core Standards	Vocabulary	Pacing

Units	Common Core Standards	Vocabulary	Pacing

Units	Common Core Standards		Vocabulary	Pacing

Units	Common Core Standards	Vocabulary	Pacing

Units	Common Core Standards	Vocabulary	Pacing

Units	Common Core Standards	Vocabulary	Pacing

