

Grade 11 ELA Scope and Sequence SY 14-15

Unit Theme	Dates	Unit Focus	Reading: Literature RL.11.1, RL.11.2 and RL.11.10 apply to each unit.	Reading: Informational Text RI.11.1. RI.11.2 and RI.11.10 apply to each unit.	Writing W.11.4, W.11.5, W.11.9 and W.11.10 apply to each unit.	Speaking and Listening SL.11.1 & SL.11.6 apply to each unit	Language L.11.1, L.11.2 and L.11.4 (a), (b) apply to each unit.
1 Ideals and Identity	8/25/14 to 10/09/14 (Instructional Days: 33)	Students analyze the choices authors make through an exploration of the earliest American literature and non-fiction prose. Students then move to exploring idealism through the informational texts foundational to America's quest for independence. Students also explore the imaginative ideas of the Romantics. Students may study more recent texts to see how each set of writers had a lasting effect on how Americans view themselves, society, and the world and to develop a better understanding of the experiences of different groups in this "new" world. Evidence-based writing focuses on explaining how these writers' use specific words and rhetorical devices to convey ideals.	RL.11.1 RL.11.2 RL.11.3 RL.11.5 RL.11.6 RL.11.7	RI.11.1 RI.11.2 RI.11.4 RI.11.6	W.11.2 W.11.4 W.11.5 W.11.9 W.11.10	SL.11.1 SL.11.3 SL.11.6	L.11.1 L.11.2 L.11.4 (a), (b) L.11.5
2 Transcendentalism and Transformation	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students experience literature and non-fiction prose from the Transcendentalists through the Civil War. Students may read short contemporary works to consider how the themes of liberty and justice live today in modern America. Evidence-based writing focuses on explaining how authors addressed critical questions regarding the American individual, justice, liberty, and the American promise, with a focus on examining the conflicting viewpoints that culminated in the Civil War.	RL.11.1 RL.11.2 RL.11.4 RL.11.9	RI.11.1 RI.11.2 RI.11.3 RI.11.9	W.11.2 W.11.4 W.11.5 W.11.9 W.11.10	SL.11.1 SL.11.2 SL.11.6	L.11.1 L.11.2 L.11.3 L.11.4 (a), (b)
3 Modernism and Mayhem	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students examine twentieth century American literature, including, for example, the Harlem Renaissance and "The Lost Generation." Students identify the alienation of the modern man and the tensions that are embedded in the modernist works, while using literary criticism to enrich their analyses of literature. Evidence-based writing focuses on how similar themes are developed differently in various texts and arguing which theme is conveyed in a more compelling manner.	RL.11.1 RL.11.2	RI.11.1 RI.11.2 RI.11.5 RI.11.8	W.11.1 W.11.4 W.11.5 W.11.7 W.11.8 W.11.9 W.11.10	SL.11.1 SL.11.2 SL.11.4 SL.11.6	L.11.1 L.11.2 L.11.4 (a), (b)
4 Clashes and Civil Rights	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students explore contemporary literature depicting large scale clashes such as World War II, protests of the Vietnam War and/or the fight for civil rights. Students use informational texts to clarify historical events. Evidence-based writing focuses on comparing and contrasting different points of view of the same events and arguing which account provides a more complex analysis of the event.	RL.11.1 RL.11.2 RL.11.5	RI.11.1 RI.11.2 RI.11.7 RI.11.8	W.11.1 W.11.4 W.11.5 W.11.7 W.11.8 W.11.9 W.11.10	SL.11.1 SL.11.5 SL.11.6	L.11.1 L.11.2 L.11.4 (a), (b) L.11.6
5 Voices and Values	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students continue to examine contemporary literature with an eye on the myriad of multi-cultural voices within modern America. As they read and write, students will once again consider authors' choices, now contrasting modern literature with texts from previous centuries. Evidence-based writing focuses on crafting narratives that convey identity, voices and values in a diverse society and include imitations of different authors' choices.	RL.11.1 RL.11.2 RL.11.3	RI.11.1 RI.11.2 RI.11.3	W.11.3 W.11.4 W.11.5 W.11.6 W.11.9 W.11.10	SL.11.1 SL.11.6	L.11.1 L.11.2 L.11.4 (a), (b)

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Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.11.4, W.11.5, W.11.9 and W.11.10 apply to each unit.	SL.11.1 & SL.11.6 apply to each unit.	L.11.1, L.11.2, L.11.4 (a), (b) apply to
	RL.11.1, RL.11.2, and	RI.11.1, RI.11.2, and RI.11.10	, , ,		each unit.
	RL.11.10 apply to each	apply to each unit.			cacif affic.
		apply to each unit.			
	unit.				
1	RL.11.1 Cite strong and thorough	RI.11.1 Cite strong and thorough	W.11.2 Write informative/explanatory texts to examine and convey	SL.11.1 Initiate and participate effectively in a range of	L.11.1 Demonstrate the command of the
	textual evidence to support analysis of what the text says	textual evidence to support analysis of	complex ideas, concepts, and information clearly and accurately through	collaborative discussions (one-on-one, in groups, and	conventions of standard English grammar and
Ideals and Identity	explicitly as well as inferences	what the text says explicitly as well as	the effective selection, organization, and analysis of content.	teacher-led) with diverse partners on <i>grade 11 topics</i> ,	writing or speaking.
0.40=44.4	drawn from the text, including	inferences drawn from the text,	(a) Introduce a topic; organize complex ideas, concepts, and information	texts, and issues, building on others' ideas and	(a) Apply the understanding that usage is a
8/25/14	determining where the text leaves	including determining where the text	so that each new element builds on that which precedes it to create a	expressing their own clearly and persuasively.	matter of convention, can change over time,
to	matters uncertain.	leaves matters uncertain.	unified whole; include formatting (e.g., headings), graphics (e.g., figures,	(a) Come to discussions prepared, having read and	and is sometimes contested.
10/09/14	RL.11.2 Determine two or more	RI.11.2 Determine two or more central	tables), and multimedia when useful to aiding comprehension.	researched material under study; explicitly draw on that	(b) Resolve issues of complex or contested
(Instructional Days: 33)	themes or central ideas of a text	ideas of a text and analyze their	(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a	usage, consulting references (e.g., Merriam- Webster Dictionary of English Usage, Garner's
Students analyze the choices	and analyze their development	development over the course of the	information and examples appropriate to the audience's knowledge of	thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
Students analyze the choices authors make through an	over the course of the text,	text, including how they interact and	the topic.	(b) Work with peers to promote civil, democratic	Modern American Osage) as needed.
exploration of the earliest	including how they interact and	build on one another to provide a	(c) Use appropriate and varied transitions and syntax to link the major	discussions and decision making, set clear goals and	L.11.2 Demonstrate the command of the
American literature and non-	build on one another to produce a complex account; provide an	complex analysis; provide an objective	sections of the text, create cohesion, and clarify the relationships among	deadlines, and establish individual roles as needed.	conventions of standard English
fiction prose Students then	objective summary of the text.	summary of the text.	complex ideas and concepts.	(c) Propel conversations by posing and responding to	capitalization, punctuation, and spelling when
move to exploring idealism	, ,	,	(d) Use precise language, domain-specific vocabulary, and techniques	questions that probe reasoning and evidence; ensure a	writing.
through the informational	RL.11.3 Analyze the impact of the	RI.11.4 Determine the meaning of	such as metaphor, simile, and analogy to manage the complexity of the	hearing for a full range of positions on a topic or issue;	(a) Observe hyphenation conventions.
texts foundational to	author's choices regarding how to	words and phrases as they are used in	topic.	clarify, verify, or challenge ideas and conclusions; and	(b) Spell correctly.
America's quest for	develop and relate elements of a story or drama (e.g., where a story	a text, including figurative,	(e) Establish and maintain a formal style and objective tone while	promote divergent and creative perspectives.	
independence. Students also	is set, how the action is ordered,	connotative, and technical meanings;	attending to the norms and conventions of the discipline in which they	(d) Respond thoughtfully to diverse perspectives;	L.11.4 Determine or clarify the meaning of unknown
explore the imaginative ideas	how the characters are introduced	analyze how an author uses and refines	are writing.	synthesize comments, claims, and evidence made on all	and multiple-meaning words and phrases based on
of the Romantics. Students	and developed).	the meaning of a key term or terms	(f) Provide a concluding statement or section that follows from and	sides of an issue; resolve contradictions when possible;	grade 11 reading and content, choosing flexibly from a range of strategies.
may study more recent texts		over the course of a text. (e.g., how	supports the information or explanation presented (e.g., articulating	and determine what additional information or research	(a) Use context (e.g., the overall meaning of a
to see how each set of writers	RL.11.5 Analyze how an author's choices concerning how to	Madison defines faction in Federalist	implications or the significance of the topic).	is required to deepen the investigation or complete the	sentence, paragraph, or text; a word's position or
had a lasting effect on how	structure specific parts of a text	No. 10).		task.	function in a sentence) as a clue to the meaning of a
Americans view themselves,	(e.g., the choice of where to begin		W.11.4 Produce clear and coherent writing in which the development,		word or phrase.
society, and the world and to	or end a story, the choice to	RI.11.6 Determine an author's point of	organization, and style are appropriate to task, purpose, and audience.	SL.11.3 Evaluate a speaker's point of view, reasoning,	(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of
develop a better	provide a comedic or tragic	view or purpose in a text in which the	NAME Of the control o	and use of evidence and rhetoric, assessing the stance,	speech (e.g., conceive, conception, conceivable).
understanding of the	resolution) contribute to its overall structure and meaning as well as its	rhetoric is particularly effective,	W.11.5 Develop and strengthen writing as needed by planning, revising,	premises, links among ideas, work choice, points of emphasis, and tone used.	(c) Consult general and specialized reference
experiences of different groups in this "new" world.	aesthetic impact.	analyzing how style and content contribute to the power,	editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	emphasis, and tone used.	materials (e.g., dictionaries, glossaries, thesauruses),
Evidence-based writing	p	persuasiveness, or beauty of the text.	is most significant for a specific purpose and addience.		both print and digital, to find the pronunciation of a
focuses on explaining how	RL.11.6 Analyze a case in which	persuasiveness, or beauty of the text.	W.11.9 Draw evidence from literary or informational texts to support	SL.11.6 Adapt speech to a variety of contexts and tasks,	word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
these writers' use specific	grasping point of view requires		analysis, reflection, and research.	demonstrating a command of formal English when	(d) Verify the preliminary determination of the
words and rhetorical devices	distinguishing what is directly stated in a text from what is really		(a) Apply grades 11 – 12 Reading standards to literature (e.g.,	indicated or appropriate.	meaning of a word or phrase (e.g., by checking the
to convey ideals.	meant (e.g., satire, sarcasm, irony,		"Demonstrate knowledge of eighteenth-, nineteenth-, and early-		inferred meaning in context or in a dictionary).
,	or understatement).		twentieth-century foundational works of American literature, including		
			how two or more texts from the same period treat similar themes or		L.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word
	DI 11 7 Anglung mentainte		topics").		meanings.
	RL.11.7 Analyze multiple interpretations of a story, drama,		(b) Apply <i>grades 11 – 12 Reading standards</i> to literary nonfiction (e.g.,		(a) Interpret figures of speech (e.g., hyperbole,
	or poem (e.g., recorded or live		"Delineate and evaluate the reasoning of seminal U.S. texts, including the		paradox) in context and analyze their role in the
	production of a play or recorded		application of constitutional principles and use of legal reasoning {e.g., in		text.
	novel or poetry), evaluating how		U.S. Supreme Court Case majority opinions and dissents] and the		(b) Analyze nuances in the meaning of words with similar denotations.
	each version interprets the source		premises, purposes, and arguments in works of public advocacy [e.g., <i>The</i>		acristations.
	text. (Include at least one play by an American dramatist.)		Federalist, presidential addresses]").		
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Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.11.4, W.11.5, W.11.9 and W.11.10 apply to each unit.	SL.11.1 & SL.11.6 apply to each unit.	L.11.1, L.11.2, L.11.4 (a), (b) apply to
	RL.11.1, RL.11.2, and	RI.11.1, RI.11.2, and RI.11.10			each unit.
	RL.11.10 apply to each	apply to each unit.			
	unit.				
2	RL.11.1 Cite strong and	RI.11.1 Cite strong and thorough	W.11.2 Write informative/explanatory texts to examine and convey	SL.11.1 Initiate and participate effectively in a range of	L.11.1 Demonstrate the command of the
	thorough textual evidence to	textual evidence to support analysis of	complex ideas, concepts, and information clearly and accurately through	collaborative discussions (one-on-one, in groups, and	conventions of standard English grammar and
Transcendentalism and	support analysis of what the	what the text says explicitly as well as	the effective selection, organization, and analysis of content.	teacher-led) with diverse partners on <i>grade 11 topics</i> ,	writing or speaking.
Transformation	text says explicitly as well as	inferences drawn from the text,	(a) Introduce a topic; organize complex ideas, concepts, and information	texts, and issues, building on others' ideas and	(a) Apply the understanding that usage is a
10/14/14	inferences drawn from the	including determining where the text	so that each new element builds on that which precedes it to create a	expressing their own clearly and persuasively.	matter of convention, can change over time,
10/14/14 to	text, including determining where the text leaves matters	leaves matters uncertain.	unified whole; include formatting (e.g., headings), graphics (e.g., figures,	(a) Come to discussions prepared, having read and	and is sometimes contested. (b) Resolve issues of complex or contested
12/12/14	uncertain.	RI.11.2 Determine two or more central	tables), and multimedia when useful to aiding comprehension. (b) Develop the topic thoroughly by selecting the most significant and	researched material under study; explicitly draw on that preparation by referring to evidence from texts and	usage, consulting references (e.g., Merriam-
(Instructional Days: 38.5)	uncertain.	ideas of a text and analyze their	relevant facts, extended definitions, concrete details, quotations, or other	other research on the topic or issue to stimulate a	Webster Dictionary of English Usage, Garner's
(mstractional bays, 50.5)	RL.11.2 Determine two or	development over the course of the	information and examples appropriate to the audience's knowledge of	thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
Students experience	more themes or central ideas	text, including how they interact and	the topic.	(b) Work with peers to promote civil, democratic	Wisdern American Stage) as needed.
literature and non-fiction	of a text and analyze their	build on one another to provide a	(c) Use appropriate and varied transitions and syntax to link the major	discussions and decision making, set clear goals and	L.11.2 Demonstrate the command of the
prose from the	development over the course	complex analysis; provide an objective	sections of the text, create cohesion, and clarify the relationships among	deadlines, and establish individual roles as needed.	conventions of standard English
Transcendentalists through	of the text, including how they	summary of the text.	complex ideas and concepts.	(c) Propel conversations by posing and responding to	capitalization, punctuation, and spelling when
the Civil War. Students may	interact and build on one		(d) Use precise language, domain-specific vocabulary, and techniques	questions that probe reasoning and evidence; ensure a	writing.
read short contemporary	another to produce a complex	RI.11.3 Analyze a complex set of ideas	such as metaphor, simile, and analogy to manage the complexity of the	hearing for a full range of positions on a topic or issue;	(a) Observe hyphenation conventions.
works to consider how the	account; provide an objective	or sequence of events and explain how	topic.	clarify, verify, or challenge ideas and conclusions; and	(b) Spell correctly.
themes of liberty and justice	summary of the text.	specific individuals, ideas, or events	(e) Establish and maintain a formal style and objective tone while	promote divergent and creative perspectives.	
live today in modern America.		interact and develop over the course of	attending to the norms and conventions of the discipline in which they	(d) Respond thoughtfully to diverse perspectives;	L.11.3 Apply knowledge of language to
Evidence-based writing	RL.11.4 Determine the	the text.	are writing.	synthesize comments, claims, and evidence made on all	understand how language functions in
focuses on explaining how	meaning of words and phrases	PL44 0 A cel ce considerable	(f) Provide a concluding statement or section that follows from and	sides of an issue; resolve contradictions when possible;	different contexts, to make effective choices
authors addressed critical	as they are used in the text, including figurative and	RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century	supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	and determine what additional information or research is required to deepen the investigation or complete the	for meaning or style, and to comprehend more fully when reading or listening.
questions regarding the American individual, justice,	connotative meanings; analyze	foundational U.S. documents of	implications of the significance of the topic).	task	(a) Vary syntax for effect, consulting
liberty, and the American	the impact of specific word	historical and literary significance	W.11.4 Produce clear and coherent writing in which the development,	ldsk	references (e.g., Tufte's Artful Sentences) for
promise, with a focus on	choices on meaning and tone,	(including The Declaration of	organization, and style are appropriate to task, purpose, and audience.	SL.11.2 Integrate multiple sources of information	guidance as needed; apply an understanding
examining the conflicting	including words with multiple	Independence, the Preamble to the	organization, and style are appropriate to task, purpose, and addictice.	presented in diverse formats and media (e.g., visually,	of syntax to the study of complex texts when
viewpoints that culminated in	meanings or language that is	Constitution, the Bill of Rights, and	W.11.5 Develop and strengthen writing as needed by planning, revising,	quantitatively, orally) in order to make informed	reading.
the Civil War.	particularly fresh, engaging, or	Lincoln's Second Inaugural Address) for	editing, rewriting, or trying a new approach, focusing on addressing what	decisions and solve problems, evaluating the credibility	
	beautiful.	their themes, purposes, and rhetorical	is most significant for a specific purpose and audience.	and accuracy of each source and noting any	L.11.4 Determine or clarify the meaning of
		features.		discrepancies among the data.	unknown and multiple-meaning words and
	RL.11.9 Demonstrate		W.11.9 Draw evidence from literary or informational texts to support		phrases based on grade 11 reading and
	knowledge of eighteenth-,		analysis, reflection, and research.	SL.11.6 : Adapt speech to a variety of contexts and tasks,	content, choosing flexibly from a range of
	nineteenth- and early-		(a) Apply grades 11 – 12 Reading standards to literature (e.g.,	demonstrating a command of formal English when	strategies.
	twentieth-century		"Demonstrate knowledge of eighteenth-, nineteenth-, and early-	indicated or appropriate.	(a) Use context (e.g., the overall meaning of a
	foundational works of		twentieth-century foundational works of American literature, including		sentence, paragraph, or text; a word's
	American literature, including		how two or more texts from the same period treat similar themes or		position or function in a sentence) as a clue to
	how two or more texts from the same period treat similar		topics"). (b) Apply <i>grades</i> 11 – 12 <i>Reading standards</i> to literary nonfiction (e.g.,		the meaning of a word or phrase. (b) Identify and correctly use patterns of word
	themes or topics.		"Delineate and evaluate the reasoning of seminal U.S. texts, including the		changes that indicate different meanings or
	themes of topics.		application of constitutional principles and use of legal reasoning (e.g., in		parts of speech (e.g., conceive, conception,
			U.S. Supreme Court Case majority opinions and dissents] and the		conceivable).
			premises, purposes, and arguments in works of public advocacy [e.g., <i>The</i>		
			Federalist, presidential addresses]").		

RL.1.1.1, and RL.1.1.2, and RL.1.1.1 (apply to each unit. 3	2, L.11.4 (a), (b) apply to
RL.11.10 apply to each unit. 3 Rl.11.1 Cite strong and thorough textual evidence to support analysis of what the text assex spilicity as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 5 Students examine twentieth century American literature, including, for example, the Hardem Renaissance and "The Lost Generation." Students seamine twentieth ensoins that are embedded in the modernist works, while using literary criticism to emirch their analyses of literature. Evidence-based writing focuses on how when the status apply to each unit. 3 Rl.11.1 Cite strong and thorough textual evidence to support analysis of what the text assy explicitly as well as inferences drawn from the text, and the text assy explicitly as well as inferences drawn from the text, and the text assy explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 5 Students examine twentieth century American literature, including, for example, the Hardem Renaissance and "The Lost Generation." Students identify the moder man and the tensions that are embedded in the modernist works, while using literary criticism to enrich their analyses of literature. Evidence-based writing focuses on how when the status approach and resource of the text, including and thorough texts as explicitly as well as inferences drawn from the text, as explicitly as well as inferences drawn from the text assy explicitly as well as inferences drawn from the text, and the text assy explicitly and thoroughly, supplying the most relative to the simplificance of the ctaim(s), distinguish the claim(s) darged evidence from a conventions of the significance of the ctaim(s), distinguish the claim(s) and conventions of the significance of the ctaim(s), distinguish the claim(s) and conventions of the significance of the claim(s), distinguish the claim(s) and conventions of the significance of the claim(s), distinguish the claim(s) distinguish the claim(s) of the text, crea	
## Modernism and Mayhem 12/15/14 Students examine twentieth century American literature, including for example, the Harlem Renaissance and "The Lots Generation." Students are embedded in the modernist man and the tensions that are embedded in the modernist man and the tensions that are embedded in the modernist wins, while using literary criticism to enrich their analyses of literature. Evidence - based writing focuses on how Mat.1.1.1 (ite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, using valid reasoning and relevant and sufficient evidence. Mat.1.1.2 (ite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text, including determining where the text, including determining where the text leaves matters uncertain. Students examine twentieth century American literature, including, for example, the Harlem Renaissance and "The Lots Generation." Students are embedded in the modernist works, while using literary criticism to enrich their analyses of literature. Evidence-based writing focuses on how	
## Modernism and Mayhem Modernism and Mayhem Activate test leaves and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Students examine twentieth century American literature, including; for example, the Harlem Renaissance and "The Lots Generation." Students examine twentieth century American literature, including for example, the Harlem Renaissance and "The Lots Generation." Students are embedded in the modernist works, while using literary criticism to enrich their analyses of literature. Evidence based writing focuses on how Convincing, and engaging. Mail 1.1 (ite strong and thorough thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, using valid reasoning and relevant and sufficient evidence. Mail 1.2 (ite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text is any succession what the text says explicitly as well as inferences drawn from the text, including possible in a nanalysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Al.1.1.1 (ite strong and thorough thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including possible in text and subject text (all possible bases and repressions plans, and create an organization that logically sequences claim(s), counterclaims, (astinguish the claim(s) from and surplem most releave text leaves matters uncertain. St.1.1.2 (beturnine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a objective summary of the text. Al.1.1.2 (beturnine two or more central ideas of a text and analyze their development over	
Modernism and Mayhem Students examine twentietic century. Heard and analyze their development over the course including, for example, the Harfem Renaissance and "The Lost Generation." Students examine twentietic entruly famerican literature, including, for example, the Harfem Renaissance and "The Harfem Rena	
Modernism and Mayhem It through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters (Instructional Days; 32.5) It century American literature, including, for example, the Harlem Renaissance and "The Lost Generation." Students examine twentier (and analyze their development over the course of a text and analyze their development over the course of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis, provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide	rate the command of the
inferences drawn from the text, including determining where the text leaves matters uncertain. 2/12/15 Students examine twentieth century American literature, including, for example, the Harlem Renaissance and "The Lost Generation." Students identify the alienation of the modern man and the modern man and the modern man and the modern taken and analysts; provide an objective sidentify the alienation of the modern man and the text, including now the text. 81.11.2 Namples and willing or specifical to specification of the modern man and the text, including how they interact and build on one another to provide a complex analysis; provide an objective of in the modern taken and the text, including how they interact and build on one another to provide a complex analysis; provide an objective of in the modern man and the text, including how they interact and build on one another to provide a complex analysis; provide an objective of in the modern man and the text, including how they interact and build on one another to provide a complex analysis; provide an objective of in the modern man and the text, including how they interact and build on one another to provide a concluding statement or section that follows from alterature or opposing claims, and create an organization that logically sequences claim(s), counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner than anticipates the audience shouled, explicitly explicitly daw on that preparation by referring to evidence from texts and obside to stimulate a dreason, substance and "The Lost Generation." Students identify the alienation of the modern man and the text, including how they interact and build on one another to provide a concluding statement or section that follows from all supports the catalm(s), between reasons and evidence, one between claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengt	standard English grammar and
12/15/14 10/12/15 10/	ing.
12/15/14 12/12/15 13/12/15 14/15 15/14/	derstanding that usage is a
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writing focuses on how and determine what additional information or research phrases based of	e or clarify the meaning of
	ultiple-meaning words and
similar themes are developed RI.11.8 Delineate and evaluate the W.11.7 Conduct short as well as more sustained research projects to answer a is required to deepen the investigation or complete the content, choosing	ng flexibly from a range of
differently in various texts reasoning in seminal U.S. texts question (including a self-generated question) or solve a problem; narrow or task strategies	.gege a range or
hroaden the inquiry when appropriate: synthesize multiple sources on the subject	(e.g., the overall meaning of a
conveyed in a more constitutional principles and use of SL.11.4 Present information, findings, and supporting sentence, parag	raph, or text; a word's
The state of the state and the	tion in a sentence) as a clue to
	a word or phrase.
	correctly use patterns of word dicate different meanings or
the digulation, development, substance, and style are	(e.g., conceive, conception,
formal and informal tacks	(-8.,
W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(a) Apply grades 11 – 12 Reading standards to literature (e.g., "Demonstrate SL.11.6: Adapt speech to a variety of contexts and tasks,	
knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational demonstrating a command of formal English when	
works of American literature, including how two or more texts from the same period treat similar themes or topics").	
(b) Apply grades 11 – 12 Reading standards to literary nonfiction (e.g., "Delineate	
and evaluate the reasoning of seminal U.S. texts, including the application of	
constitutional principles and use of legal reasoning {e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works	
of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").	

Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.11.4, W.11.5, W.11.9 and W.11.10 apply to each unit.	SL.11.1 & SL.11.6 apply to each unit.	L.11.1, L.11.2, L.11.4 (a), (b) apply to
	RL.11.1, RL.11.2, and	RI.11.1, RI.11.2, and RI.11.10			each unit.
	RL.11.10 apply to each	apply to each unit.			
		appropriate and according to			
4		RI 11 1 Cite strong and thorough	W.11.1 Write arguments to support claims in an analysis of substantive tonics or	SI 11 1 Initiate and participate effectively in a range of	I 11 1 Demonstrate the command of the
Clashes and Civil Rights 2/17/15 to 4/10/15 (Instructional Days: 36.5) Students explore contemporary literature depicting large scale clashes such as World War II, protests of the Vietnam War and/or the fight for civil rights. Students use informational texts to clarify historical events. Evidence-based writing focuses on comparing and contrasting different points of view of the same events and arguing which account provides a more complex analysis of the event.	unit. RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), sidstinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) 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. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11.5 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. W.11.7 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. W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integr	SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	L.11.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (b) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster Dictionary of English Usage, Garner's Modern American Usage) as needed. L.11.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Observe hyphenation conventions. (b) Spell correctly. L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11.6 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.
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Unit	Reading:	Reading:	Writing	Speaking and Listening	Language
Information	Literature	Informational Text	W.11.4, W.11.5, W.11.9 and W.11.10 apply to each unit.	SL.11.1 & SL.11.6 apply to each unit.	L.11.1, L.11.2, L.11.4 (a), (b) apply to
Information			W.11.4, W.11.5, W.11.5 and W.11.10 apply to each unit.	St.11.1 & St.11.0 apply to each unit.	
	RL.11.1, RL.11.2, and	RI.11.1, RI.11.2, and RI.11.10			each unit.
	RL.11.10 apply to each	apply to each unit.			
	unit.				
5	RL.11.1 Cite strong and	RI.11.1 Cite strong and thorough	W.11.3 Write narratives to develop real or imagined experiences or	SL.11.1 Initiate and participate effectively in a range of	L.11.1 Demonstrate the command of the
	thorough textual evidence to	textual evidence to support analysis of	events using effective techniques, well-chosen details, and well-	collaborative discussions (one-on-one, in groups, and	conventions of standard English grammar and
Voices and Values	support analysis of what the	what the text says explicitly as well as	structured event sequences.	teacher-led) with diverse partners on grade 11 topics,	writing or speaking.
1/20/45	text says explicitly as well as	inferences drawn from the text,	(a) Engage and orient the reader by setting out a problem, situation, or	texts, and issues, building on others' ideas and	(a) Apply the understanding that usage is a
4/20/15 to	inferences drawn from the	including determining where the text leaves matters uncertain.	observation and its significance, establishing one or multiple point(s) of	expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and	matter of convention, can change over time, and is sometimes contested.
6/17/15	text, including determining where the text leaves matters	leaves matters uncertain.	view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	researched material under study; explicitly draw on that	(b) Resolve issues of complex or contested
(Instructional Days: 40.5)	uncertain.	RI.11.2 Determine two or more central	(b) Use narrative techniques, such as dialogue, pacing, description,	preparation by referring to evidence from texts and	usage, consulting references (e.g., Merriam-
(mstractional bays: 10.5)	arreer carri.	ideas of a text and analyze their	reflection, and multiple plot lines, to develop experiences, events, and/or	other research on the topic or issue to stimulate a	Webster Dictionary of English Usage, Garner's
Students continue to examine	RL.11.2 Determine two or	development over the course of the	characters.	thoughtful, well-reasoned exchange of ideas.	Modern American Usage) as needed.
contemporary literature with	more themes or central ideas	text, including how they interact and	(c) Use a variety of techniques to sequence events so that they build on	(b) Work with peers to promote civil, democratic	
an eye on the myriad of	of a text and analyze their	build on one another to provide a	one another to create a coherent whole and build toward a particular	discussions and decision making, set clear goals and	L.11.2 Demonstrate the command of the
multi-cultural voices within	development over the course	complex analysis; provide an objective	tone and outcome (e.g., a sense of mystery, suspense, growth, or	deadlines, and establish individual roles as needed.	conventions of standard English
modern America. As they	of the text, including how they	summary of the text	resolution).	(c) Propel conversations by posing and responding to	capitalization, punctuation, and spelling when
read and write, students will	interact and build on one	BI 44 2 Analysis a several system of States	(d) Use precise words and phrases, telling details, and sensory language	questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;	writing.
once again consider authors'	another to produce a complex	RI.11.3 Analyze a complex set of ideas	to convey a vivid picture of the experiences, events, setting, and/or characters.		(a) Observe hyphenation conventions.
choices, now contrasting modern literature with texts	account; provide an objective summary of the text.	or sequence of events and explain how specific individuals, ideas, or events	(e) Provide a conclusion that follows from and reflects on what is	clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	(b) Spell correctly.
from previous centuries.	summary of the text.	interact and develop over the course of	experienced, observed, or resolved over the course of the narrative.	(d) Respond thoughtfully to diverse perspectives;	L.11.4 Determine or clarify the meaning of
Evidence-based writing	RL.11.3 Analyze the impact of	the text.	experienced, observed, or resolved over the course of the narrative.	synthesize comments, claims, and evidence made on all	unknown and multiple-meaning words and
focuses on crafting narratives	the author's choices regarding		W.11.4 Produce clear and coherent writing in which the development,	sides of an issue; resolve contradictions when possible;	phrases based on grade 11 reading and
that convey identity, voices	how to develop and relate		organization, and style are appropriate to task, purpose, and audience.	and determine what additional information or research	content, choosing flexibly from a range of
and values in a diverse	elements of a story or drama			is required to deepen the investigation or complete the	strategies.
society and include imitations	(e.g., where a story is set, how		W.11.5 Develop and strengthen writing as needed by planning, revising,	task	(a) Use context (e.g., the overall meaning of a
of different authors' choices.	the action is ordered, how the		editing, rewriting, or trying a new approach, focusing on addressing what		sentence, paragraph, or text; a word's
	characters are introduced and		is most significant for a specific purpose and audience	SL.11.6: Adapt speech to a variety of contexts and tasks,	position or function in a sentence) as a clue to
	developed).		WAA CHARLES AND COLOR OF STREET	demonstrating a command of formal English when	the meaning of a word or phrase.
			W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing	indicated or appropriate.	(b) Identify and correctly use patterns of word changes that indicate different meanings or
			feedback, including new arguments or information.		parts of speech (e.g., conceive, conception,
			recuback, including new digaments of information.		conceivable).
			W.11.9 Draw evidence from literary or informational texts to support		
			analysis, reflection, and research.		
			(a) Apply grades 11 – 12 Reading standards to literature (e.g.,		
			"Demonstrate knowledge of eighteenth-, nineteenth-, and early-		
			twentieth-century foundational works of American literature, including		
			how two or more texts from the same period treat similar themes or		
			topics").		
			(b) Apply <i>grades</i> 11 – 12 <i>Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning of seminal U.S. texts, including the		
			application of constitutional principles and use of legal reasoning (e.g., in		
			U.S. Supreme Court Case majority opinions and dissents] and the		
			premises, purposes, and arguments in works of public advocacy [e.g., <i>The</i>		
			Federalist, presidential addresses]").		
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