11h Grade English Language Arts

Lorraine Davis

Email: [lorraine.davis@k12.wv.us](mailto:lorraine.davis@k12.wv.us)

Room #151 Business Phone: (304)235-2266

Course Description:  In this class, students will develop their ability to read and analyze multiple genres of literary texts including multiple non-fiction and technical documents.  Also, students will develop their ability to write in response to the text.  They will create well developed essays and projects derived from a thesis created by the student.  Also, students will be expected to use proper mechanics in all writing.  In this class, students will continue to learn strategies to revise and edit work.

Course Objectives: The objectives in this class are defined by the West Virginia Content Standards and Objectives.  These objectives require that students develop their ability to read and analyze multiple literary works and respond to those texts in writing.

Attendance:  Regular Attendance is essential to excel in this class.  Students who are absent will be allowed to complete make-up work.  The state law dictates that students be given a limited amount of days to complete the assignment; however, it is important to remember that frequent absences will result in missing essential instruction, making the completion of the assignment more difficult.

Assignments: During the school year students will compose several essays, complete multiple projects, complete several quizzes and tests, and deliver many oral presentations.  From this work, students will be building a digital portfolio of their best work, which will be evaluated at the end of the year.  Also, students will be asked to complete homework assignments frequently.  Furthermore, students will also complete a research project which will be defined later.   Assignments are due on the date chosen by the teacher.  If work is not submitted by the due date, students will lose one letter grade for each day work is late.

Plagiarism:  Any student who is found to have plagiarized any portion of any assignment will be given a zero for the assignment.

Grading Scale:

90-100% = A

80- 89% =B

70-79% = C

60-69% = D

59 or below = Failure

**English 11 Objectives and Pacing Guide**

**Unit 1- Early American Literature- Life in the New World- First 4 Weeks**

|  |  |
| --- | --- |
| **West Virginia Content Standards and Objective**  **ELA.11.4**  **Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**  **ELA.11.10**  **Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).**  **ELA.11.11**  **In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**  **ELA.11.12**  **Determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**  ELA.11.1  Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **ELA.11.20**  **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**   * **Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.** * **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.** * **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.** * **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.** * **Provide a concluding statement or section that follows from and supports the argument presented.** | Weeks 1   * Instruction on historical context of the Early America via 13 Colonies Powerpoint * Read *The Captivity and Restoration of Mrs. Mary Rowlandson* and Complete text dependent questions providing evidence to support answers * Complete vocabulary Lesson and Quiz on informational texts and non-fiction material to aid in the acquisition of connotation and denotation of vocabulary. * Complete quiz on the narrative that evaluates student’s ability to analyze material to draw conclusion, determine and analyze point of view and the effect on the text, and analyze the structure of an argumentative text.   Week 2   * Direct Instruction on Argumentative Essay ( Development of thesis and evidence, supporting evidence, counterclaim and conclusion * Modeling Development of essay * Students will individually development an argumentative essay based on the *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*   Week 3   * Study of Puritanism​-text provided * Summary​-Writing Assignment * Study of Anne Bradstreet​ * Biography​-Writing Assignment * Study of Jonathon Edwards​ * Biography​-Writing Assignment   Week 4   * Study “Upon the Burning of Our House” and “To My Dear and Loving Husband” poems by Anne Bradstreet​ * Complete text-dependent Questions​ * Study *Sinners in the Hands of an Angry God*sermon by Jonathon Edwards​ * Complete text-dependent questions​ * Summative Assessment-Compare and Contrast presentation   Students will write a compare contrast presentation following the instructions provided in the narrated powerpoint.  You will compare and contrast both authors' religious beliefs, beliefs about eternal life, beliefs about God's relationship to man, and beliefs about human frailty.  Your presentation must be at least 15 slides using MLA citation.  You will need to upload your presentation to one drive and share a link to the presentation with the teacher. |

**Unit 2-Road to Independence**

|  |  |
| --- | --- |
| **WV Content Standards and Objectives:**  ELA.11.4  Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leave matters uncertain.  ELA.11.5  Determine two or more central ideas of an informational 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.  ELA.11.6  Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text.  ELA.11.10  Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).  ELA.11.11  In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  ELA.11.12  Determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  ELA.11.14  Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.  ELA.11.17  Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.  ELA.11.23  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)  ELA.11.24  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. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).  ELA.11.32  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  ELA.11.33  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  ELA.11.34  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. | **Week 5 and 6**  RHETORIC AND RHETORICAL STRATEGIES​   * TWO POWERPOINTS​ * 1ST-RHETORIC- SOAPSTONE, ETHOS, PATHOS, AND LOGOS​ * 2ND-RHETORICAL STRATEGIES​ * STUDENTS WILL VIEW POWERPOINTS​ * WHILE ENGAGING IN THE POWERPOINTS, STUDENTS WILL TAKE NOTES ON INFORMATION PRESENTED,  MAKING SURE TO RECORD THE DEFINITION AND EXAMPLES OF RHETORICAL STRATEGIES.​ * NOTES WILL BE SUBMITTED ON THE POWERPOINT ASSIGNMENTS AND WILL BE COUNTED TOWARD ASSIGNMENT GRADES.  ​   Patrick Henry Speech “Give Me Liberty or Give Me Death”   * STUDENTS WILL READ PATRICK HENRY’S SPEECH “ GIVE ME LIBERTY OR GIVE ME DEATH’​ * AFTER READING THE SPEECH, STUDENTS WILL COMPLETE THE TEXT DEPENDENT QUESTIONS ATTACHED DIRECTLY BELOW THE ASSIGNMENT.  ​   **Rhetorical Analysis-**   * STUDENTS WILL STUDY PATRICK HENRY’S SPEECH AND ANALYZE IT FOR RHETORICAL STRATEGIES​ * THERE IS A RHETORICAL ANALYSIS SHEET TO GUIDE YOUR WITH THIS ASSIGNMENT​ * ONCE COMPLETE, STUDENTS WILL UPLOAD THE WORK TO THIS ASSIGNMENT FOR GRADING AS AN ASSIGNMENT.  ​   RHETORICAL ANALYSIS OF THOMAS PAINE’S COMMON SENSE​   * STUDENTS WILL READ THE EXCERPT LINKED TO THIS ASSIGNMENT.  ​ * AFTER READING THROUGH THE WORK, STUDENTS WILL ANALYZE THE DOCUMENT FOR RHETORICAL STRATEGIES​ * A RHETORICAL ANALYSIS SHEET IS LINKED TO THIS ASSIGNMENT TO GUIDE YOUR ANALYSIS​ * WHEN COMPLETED, UPLOAD THE YOUR WORK TO THIS ASSIGNMENT.​   **Quiz**   * STUDENTS WILL COMPLETE THE QUIZ ON THE RHETORICAL STRATEGIES AND THE READING OF THE DOCUMENTS.​ * THIS QUIZ WILL BE THURSDAY AT SCHOOL DURING YOUR CLASS PERIOD.  ​ * ​   **Project**   * STUDENTS WILL COMPLETE A PRESENTATION COMPARING AND CONTRASTING THOMAS PAINE’S EXCERPT FROM COMMON SENSE AND PATRICK HENRY’S SPEECH “GIVE ME LIBERTY”  IN THE PRESENTATION. GROUPS WILL COMPARE AND CONTRAST AUTHOR’S PURPOSE MESSAGE,  AUDIENCE, RHETORICAL STRATEGIES, STRUCTURE AND EFFECTIVENESS OF THE RHETORIC.  MAKE SURE THAT YOU PROVIDE EVIDENCE TO SUPPORT YOUR ANALYSIS OF EACH TEXT.  ALSO, STUDENTS MUST DECIDE WHICH TEXT WAS MOST EFFECTIVE FOR THEIR PURPOSE AND WHY THAT TEXT WOULD BE CONSIDERED SO.    ​    ​   * REMINDER:  YOU CAN USE YOUR RHETORICAL ANALYSIS ACTIVITIES CREATED DURING THIS UNIT TO GUIDE YOUR PRESENTATION ​   Week 7 and 8   * *Students will read view powerpoint teaching the Classical Model for Argumentative Writing*​ * Students will read The Declaration of Independence​ * Students will complete the analysis of the Classical Argument Structure​ * Students will analyze The Declaration of Independence and complete a rhetorical analysis of the text following the guided questions attached to the assignment.  ​ * Students will receive direct instruction on organizing a rhetorical analysis essay.​ * Students will create an outline complete with the thesis, identified rhetorical devices, and evidence to use in the essay.  ​ * Students will receive direct instruction on how to compose an introduction and one body paragraph to guide them in creating their essay  ​ * The direct instruction will be presented during Collaborative Session and via an uploaded presentation.  ​ * Students will write a rhetorical analysis essay on one of the three foundational documents presented during this unit. ( Paine’s Common Sense, Henry’s speech, or The Declaration of Independence.​ |

**Unit 3- American Romanticism**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | ELA.11.1 Cite strong and thorough textual evidence to support analysis of what the literary text says | | explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  ELA.11.2  Determine two or more themes or central ideas of a literary 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.  ELA.11.3  Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).   |  | | --- | | ELA.11.8  Analyze how an author’s choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or | | tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  ELA.11.9  Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  ELA.11.21  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |  | | --- | | * • Introduce a topic; organize complex ideas, concepts, and information so that each | | * new element builds on that which precedes it to create a unified whole; include | | * formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia | | * when useful to aid comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts,   + extended definitions, concrete details, quotations, or other information and examples   + appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions and syntax to link the major sections of the   + text, create cohesion, and clarify the relationships among complex ideas and | | concepts.   * Use precise language, domain-specific vocabulary, and techniques such as   metaphor, simile, and analogy to manage the complexity of the topic.   * Establish and maintain a formal style and objective tone while attending to the norms   and conventions of the discipline. | | • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | | |  | |  | |  | |  | |  | | ELA.11.26  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. | | |  | |  | |  | | * **Week 9** * **Direct instruction on theme via powerpoint presentation** * Students will complete the attached word document that asks them to read a section, determine the theme of the section, and explain what evidence in the text influenced their decision on theme. * Students will read the attached short story, "The Minister's Black Veil" and complete the text dependent question and upload them to this assignment. * **Q**uiz on theme and the reading of “The Minister’s Black Veil” * **Summative Assessment**- Students will analyze the short story, “The Minister’s Black Veil” to identify, analyze, and substantiate the theme of the story.  After analyzing the story, student will complete a theme presentation using powerpoint.  The group presentation must be multimedia, consists of at least 10 slides, and present evidence to defend your theme analysis.  To complete this project, you have to identify the theme of the story, analyze why the author would choose this theme, and defend their analysis by providing textual evidence.   Also, students must use multiple medias to create and deliver the presentation. * The Rubric is attached to guide you in mastering this assignment.   **Week 10**   * Students will view the PowerPoint Presentation on APA citation. ​ * Students will take notes and submit to assignment 1 for evaluation.​ * For the summative assessment for the week, students will be writing a two-page biography on Washington Irving. Students must use at least two sources to create this assignment. ​ * This assignment is to find and validate two sources to use to create the biography on Washington Irving.  Students will complete a validation worksheet for each source they will use in the biography. * Students will complete a two-page biography on Washington Irving, making sure to provide parenthetical citation and a reference page following APA Citation format.  ​ * A rubric is provided to guide the completion of the project.  ​   Week 11   * Direct Instruciton on Literary on literary elements via a powerpoint presentation * Read “The Devil and Tom Walker” and complete text-dependent questions. * Geerate level 3 and 4 depth of knowledge questions on the literary text. * Quiz on literary element and the text * Summative Assessment- Students will read “The Devil and Tom Walker” and analyze the author’s use of literary elements in the short story. After completing this activity, students will write at least a two-page informative/ explanatory essay identify, analyzing, and substantiating their analysis of the literary elements, focusing on theme, setting, plot, symbolism, foreshadowing, dialogue/narration, and Point of View. A rubric is provided to guide students in preparing the essay.   Week 12   * Students will view the PowerPoint/video introduction to the author and period.​ * Students will take notes on the PowerPoint and submit them for evaluation.​ * Students will take notes of the vocabulary for the story  on the notes submitted to this assignment.  ​ * Students will read the linked short story.​ * Students will write a one-page summary of the text focusing on the main idea and supporting details.  ​ * After reading the story and completing the summary, student will take a quiz.​ * The quiz will focus on the reading of the short story and the vocabular associated with the text . * **Summative Assessment-** Students will be given a list of text-dependent question to answer for the summative assessment.​ Students will answer the questions thoroughly in their own words and provide evidence from the text to prove their answer.  They must also explain the quote and how it substantiates the answer.​ |

**Unit 4- Shakespeare- *Othello***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA 20. Write argukent to support claims in an analysis of substantive or text, using valid reasoning and relevant and sufficient evidence.**   |  | | --- | | ELA.11.23  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) | | ELA.11.24  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. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11). | |  | |  |   **ELA.11.8​**   * **Analyze how an author’s choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.​**   **ELA.11.9​**   * **Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).​**  |  | | --- | | ELA.11.1 Cite strong and thorough textual evidence to support analysis of what the literary text says | | explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | |  | |  | |  | | Week 13   * Inroduction to Shakespeare * Read ACT I and complete text-dependent questions * Direct instruction on theme, motif, and symbols * Analyze theme, motif, and symbol in Act I * Quiz on Act I   Week 14   * Review Act II /complete text-dependent questions * Direct instruction on Irony * Irony Activity on Act II * Quiz Irony and Act II * Irony Essay   Week 15   * Read Act III complete text-dependent questions * Summary * Read Act Iv- complete text-dependent questions * Summay Act IV * Read Act V * Summary Act V   Week 16   * Exam on Othello and standards * Analysis Essay on Othello |

Unit 5- Research Project

|  |  |
| --- | --- |
| **WV CSO's**   * **ELA.11.21​Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.’​** * **ELA.11.27​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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).​** * **ELA.11.23​Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)​​** * **ELA.11.24​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. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).​** * **ELA.11.24​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. (Editing for conventions should demonstrate command of all Language standards up to and including grade 11).​** * **ELA.11.26​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​** * ELA.11.15 ntegrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem. * ELA.11.33 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. * ELA.11.34 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. * ELA.11.35 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations. | Week 17   * Introduction to Research Project/ Choose Historical topic for research * Direct Instruction on Creating Reseach * Create Research Questions on chosen topic * Direct instruction on validating sources * Students will locate and validate resources on their chosen topic * Direct instruction on gathering relevant information for research project * Create source and note cards   Week 18   * Direct instruction on how to write a research paper * Students will write their research paper * Complete Revision Strategies (Grammar Review-Subject/Verb Agreement-Pronoun/Antecedent Agreement, semcolons and colons) * Peer Review * Final Research paper   Week 19   * Direct Instruction on how to create historical research presentation * Complete Research presentation * Peer Review * Final Research Presentation |
|  |  |

Unit 6- Civil War Literature

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ELA.11.1​Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.​  ELA.11.3​Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed).​  ELA.11.7​ Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)​   |  | | --- | |  | |  | | ELA.11.26 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 | |  | |  |   ELA.11.27 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).  Writing Standards  ELA.11.20  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  ELA 11.36---Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ​  ELA 11.37-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ​   |  | | --- | |  | |  | | ELA.11.11 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  ELA.11.12 Determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text | |  | |  | | Week 20 and 21  Introduction to Civil War Literature  Direct instruction on MLA Citation  Create a biography on Ambrose Bierce  Direct instruction on main idea and supporting details  Read “An Occurrence at Owl Creek Bridge” and complete a summary identifying the main idea and supporting details with implicit and explicit evidence.  Complete text-dependent questions for “An Occurrence at Owl Creek Bridge”  Exam om “An Occurrence at Owl Creek Bridge”  Direct Instruction on Tone and Mood  Practice Identifying tone and mood  Direct Instruction on Literary Elements  Quiz on literary elements  Literay analysis essay on “An Occurrence at Owl Creek Bridge  Week 22 and 23  Students will view a powerpoint teaching rhetorical devices, take notes form the presentation, and practice recognition of those devices. ​  Students will submit work for evaluation under Assignment 1​  Students will read and annotate The Gettysburg address following the annotation sheet provided under assignment 2.​  Students will submit annotated text for evaluation under assignment 2​  Students will read The Gettysburg Address and determine the main idea of the text.  ​  Students will provide textual evidence that supports their analysis of the main idea.​  Students will follow the direction sheet attached to assignment 3 where they must provide explicit and implicit evidence and an analysis of what the evidence infers.  ​  Students will submit work under assignment 3 for evaluation.​  Students will complete the attached activity identifying the speaker,  occasion, audience, purpose, subject, and tone of The Gettysburg Address.​  Students will submit completed activity to Assignment 4 for evaluation  Students will read and identify the rhetorical devices used in The Gettysburg Address and the purpose for their use.  ​  Students will use the rhetorical device chart attached to assignment 5 to complete the assignment, and when completed, students will submit the work under assignment 5 for evaluation​  Students will write a rhetorical analysis essay on The Gettysburg Address​  Prompt, rubric, and sample are uploaded under Assignment 6 to guide in completion of the essay. ​  Week 24- SAT English and reading preparation  Instruction and Practice on Pronoun/Antecedent Agreement  Instruction and Practice on Punctuation(Comma, Colons and Semicolon)  Instruction and Practice on subject/verb agreement  Instruciton and Practice on Supporting Ideas and Specific details and relevance of supporting details  Week 25  Read “A Horseman in the Sky” and complete analysis questions  Quiz on “A Horseman in the Sky”  Complete character analysis essay on “A Horseman in the Sky” |

Unit 7- Regionalism and Realism Literature

|  |  |
| --- | --- |
| * ELA.11.1 * Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. * ELA.11.2 * Determine two or more themes or central ideas of a literary 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. * ELA.11.3 * Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, and/or how the characters are introduced and developed) * ELA.11.20 * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * **ELA.11.4** * **Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.** * ELA.11.23 * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) * ELA.11.33 * Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. * ELA.11.34 * 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. * ELA.11.35 * Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations. | * Week 26 and 27 * Introduction to Regionalism, Realism, and Naturalism * Direct instruction on APA citation * Partner biography * Read “Outcasts of Poker Flat” and complete reading guide * Complete analysis question on “Outcasts of Poker Flat” * After completing the analysis assignments on "Outcasts of Poker Flat", write a letter to the Literary Community to persuade them to assign the short story to the literary movement of your choice (Regionalism, Realism, or Naturalism) A rubric is provided to guide you in writing your letter. * Peer Review and Revisions for writing assignment * Week 28 * Naturalism analysis practice * Read “To Build a Fire” and analyze text for naturalism aspects * Quiz on “To Build a Fire” * Analysis and Evaluation Question on “To Build a Fire” * Week 29 * Summative Assessment- Students will complete a ten slide argumentative  presentation explaining what caused the man's death in "To Build a Fire".  Students must provide at least three pieces of evidence from the text to substantiate their analysis. * Thesis and evidence * Outline * Speech * Peer Review * Deliver Presentation |

Unit 8- Modern Age- Cold War Literature

|  |  |
| --- | --- |
| ELA.11.1{eer  Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  ELA.11.23  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)  ELA.11.26  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.  ELA.11.27  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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA or APA).  ELA.11.28 Draw evidence from literary or informational texts to support analysis, reflection, and research. | Week 30   * Introduction to Modern Era * Biography F. Scott Fitzgerald * Read “Winter Dream” * Complete Analysis Questions * Analysis Essay “Winter Dreams     Week 31   * Introduction to Flannery O’ Connor * Read “A Good Man is Hard to Find” * Analysis Question on short story * Quiz * Analysis Essay   Week 32 and 33   * Introduction to the Jazz Era * Read “The Great Gatsby * Complete Reading guides per chapter * Chapter Quizzes * Analysis of literary elements * Analsysis essay   34   * Reflection Essay on the school year * Peer Review * Digital Portfolio of Best Work submitted |