

English Language Arts 2014 ©

| Eleventh Grade | | | | |
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| Unit / Core Text | Essential Questions | Academic Vocabulary | Embedded Assessments | Unit Goals |
| Unit 1 The American Dream | What is the “American Dream”? How do writers use the strategies of definition to define a concept? | Primary Source Defend Structure Challenge Qualify | EA 1: Writing a Definition Essay EA 2: Synthesizing the American Dream | <ul style="list-style-type: none"> To understand and define complex concepts such as the American Dream To identify and synthesize a variety of perspectives To analyze and evaluate the effectiveness of arguments To analyze representative texts from the American experience |
| Unit 2 The Power of Persuasion <i>The Crucible</i> (Drama) | How can artistic expression advance social commentary? How are the components of rhetoric applied to the creation and delivery of persuasive speeches? | Rhetoric Social Commentary Historical Context Rhetorical Context Vocal Delivery | EA 1: Creating and Performing a Dramatic Scene EA 2: Writing and Presenting a Persuasive Speech | <ul style="list-style-type: none"> To interpret a text in consideration of its context To analyze an argument To create and present a dramatic scene about a societal issue To define and apply the appeals and devices of rhetoric To analyze, write, and present a persuasive speech To examine and apply syntactic structures in the written and spoken word |
| Unit 3 American Forums: The Marketplace of Ideas | How do news outlets impact public opinion or public perception? How does a writer use tone to advance an opinion? | Reasoning Evidence Bias Editorial Fallacies Parody Caricature | EA 1: Creating an Op-Ed News Project EA 2: Writing a Satirical Piece | <ul style="list-style-type: none"> To analyze and create editorial and opinion pieces To identify and analyze fallacious reasoning in a text To analyze how writers use logic, evidence, and rhetoric to advance opinions To define and apply the appeals and devices of rhetoric To analyze and apply satirical techniques To examine and apply syntactic structures in the written and spoken word |
| Unit 4 The Pursuit of Happiness <i>Into the Wild</i> (Biography) | What does it mean to pursue happiness? How can a writer use/manipulate genre conventions for effect? | Genre Conventions | EA 1: Writing a Personal Essay EA 2: Writing a Multi-Genre Research Project | <ul style="list-style-type: none"> To analyze and evaluate the structural and stylistic features of texts To compose a personal essay that employs stylistic techniques To use a variety of genres to express a coherent theme |
| Unit 5 An American Journey <i>Their Eyes Were Watching God</i> (Novel) | How do cultural movements such as the Harlem Renaissance reflect and create people’s attitudes and beliefs? How is one writer’s work both a natural product of and a departure from the ideas of a specific literary movement in American literature? | Renaissance Annotated Bibliography | EA 1: Presenting a Literary Movement: The Harlem Renaissance EA 2: Creating an Analytical Essay | <ul style="list-style-type: none"> To explore the concept of “journey” To analyze a writer’s complex writing and stylistic choices To research and synthesize information about a literary era To create a multimedia presentation |

| KEY TEXTS | | STRATEGIES FOCUS |
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| Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level) | | While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level. |
| Poetry: Short Story: Speech: Historical Document: Historical Document: Historical Document: Drama: Essay: Sermon: Essay: Drama: Speech Excerpt: Speech: Speech: Speech: Primary Document: Editorial: Editorial: Parody: Satire: Essay: Essay: Art: Art: Biography: Essay: Poetry: Novel: Literary Criticism: | "I, Too, Sing America," by Langston Hughes "America and I" by Anzia Yezierska "The Four Freedoms" by President Franklin Delano Roosevelt Declaration of Independence "The Preamble to the Constitution of the United States" "The Bill of Rights: A Transcriptions" Excerpt from <i>A Raisin in the Sun</i> , by Lorraine Hansberry "The Right to Fail," by William Zinsser "Sinners in the Hands of an Angry God," by Jonathan Edwards "The Trial of Martha Carrier," by Cotton Mather <i>The Crucible</i> by Arthur Miller from "A Declaration of Conscience," by Margaret Chase Smith "Second Inaugural Address," by Abraham Lincoln "Speech to the Virginia Convention," by Patrick Henry "First Inaugural Address," by Franklin D. Roosevelt "First Amendment to the United States Constitution" "Time to raise the bar in high schools," by Jack O'Connell "New Michigan Graduation Requirements Shortchange Many Students," by Nick Thomas "In Depth but Shallowly," by Dave Barry "Advice to Youth," by Mark Twain from <i>Self-Reliance</i> , by Ralph Waldo Emerson from <i>Walden</i> , by Henry David Thoreau <i>The Oxbow</i> by Thomas Cole <i>Kindred Spirits</i> by Asher Durand <i>Into the Wild</i> , by Jon Krakauer "How It Feels to Be Colored Me," by Zora Neale Hurston "Lift Every Voice and Sing," by James Weldon Johnson <i>Their Eyes Were Watching God</i> , by Zora Neale Hurston Excerpt from "On 'From the Dark Tower'," by Eugenia W. Collier | <ul style="list-style-type: none"> • SOAPSTone • TP-CASTT • Discussion Groups • Close Reading • Marking the Text • Diffusing • OPTIC |
| | | LANGUAGE AND WRITER'S CRAFT Instruction that provides grammar support and instruction in the context of actual reading and writing |
| | | <ul style="list-style-type: none"> • Using Direct Quotes • Quoting Original Sources • Varying Sentence Openings • Transitions • Syntax • Rhetoric • Evolving Language • Definitions and Word Patterns • Loose or Cumulative Sentence Patterns • Antithesis • Review of Syntax • Informal Spelling and Usage • Relative Pronouns and Clauses • Annotated Bibliography • Writing a Thesis Statement • Levels of Diction |

Red = Core Text