English Language Arts 2018 ©

Eleventh Grade				
Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 **The American Dream**	What is the "American Dream"? How do we come to understand a big concept?	primary source defend structure challenge qualify	EA 1: Writing a Definition Essay EA 2: Synthesizing the American Dream	• 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** *The Crucible* (Drama)	How can artistic expression advance social commentary? How are the components of rhetoric applied to the creation and delivery of persuasive speeches?	social commentary historical context rhetorical context vocal delivery	EA 1: Creating and Performing a Dramatic Scene EA 2: Writing and Presenting a Persuasive Speech	▪ 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	• 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** *Into the Wild* (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	• To compose a personal essay that employs stylistic techniques • To analyze and evaluate the structural and stylistic features of texts • To use a variety of genres to express a coherent theme
Unit 5 **An American Journey** *Their Eyes Were Watching God* (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: Writing an Analytical Essay	• 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

Red = Core Text

KEY TEXTS Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		STRATEGIES FOCUS 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:	"I, Too, Sing America," by Langston Hughes	- Socratic Seminar - SOAPSTone - TP-CASTT - Discussion Groups - Close Reading - Marking the Text - Double-Entry Journal - OPTIC - Role Play
Short Story:	"America and I" by Anzia Yezierska	
Speech:	"The Four Freedoms" by President Franklin Delano Roosevelt	
Historical Document:	Declaration of Independence	
Historical Document:	"The Preamble to the Constitution of the United States"	
Historical Document:	"The Bill of Rights: A Transcription"	
Drama:	Excerpt from *A Raisin in the Sun*, by Lorraine Hansberry	
Essay:	"The Right to Fail," by William Zinsser	
Sermon:	"Sinners in the Hands of an Angry God," by Jonathan Edwards	
Essay:	"The Trial of Martha Carrier," by Cotton Mather	**LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS** Instruction that provides grammar support and instruction in the context of actual reading and writing **Each unit contains additional grammar instruction in Grammar and Usage call-out boxes**
Drama:	*The Crucible* by Arthur Miller	
Speech Excerpt:	from "A Declaration of Conscience," by Margaret Chase Smith	
Speech:	"Second Inaugural Address," by Abraham Lincoln	
Speech:	"Speech to the Virginia Convention," by Patrick Henry	
Speech:	"First Inaugural Address," by Franklin D. Roosevelt	
Primary Document:	"First Amendment to the United States Constitution"	- Using Direct Quotes - Quoting Original Sources - Varying Sentence Openings - Transitions - Chiasmus - Diction and Tone - Evolving Language - Definitions and Word Patterns - Loose or Cumulative Sentence Patterns - Antithesis - Informal Spelling and Usage - Writing a Thesis - Levels of Diction - Placing Modifiers - Writing Logical Comparisons - Recognizing Frequently-Confused Words - Using Commas, Parentheses, and Dashes - Using Subject-Verb Agreement - Punctuating Complete Sentences
Editorial:	"Time to raise the bar in high schools," by Jack O'Connell	
Editorial:	"New Michigan Graduation Requirements Shortchange Many Students," by Nick Thomas	
Parody:	"In Depth but Shallowly," by Dave Barry	
Satire:	"Advice to Youth," by Mark Twain	
Essay:	from *Self-Reliance*, by Ralph Waldo Emerson	
Essay:	"Where I Lived and What I Lived for," by Henry David Thoreau	
Art:	*The Oxbow* by Thomas Cole	
Art:	*Kindred Spirits* by Asher Durand	
Biography:	*Into the Wild*, by Jon Krakauer	
Essay:	"How It Feels to Be Colored Me," by Zora Neale Hurston	
Poetry:	"Lift Every Voice and Sing," by James Weldon Johnson	
Novel:	*Their Eyes Were Watching God*, by Zora Neale Hurston	
Literary Criticisim:	Excerpt from "On 'From the Dark Tower'," by Eugenia W. Collier	

Red = Core Text