

Huntsville City Schools

Pacing Guide 2017 - 2018

Course ELA Grade 11

Required Text:

1st 9 weeks:

Of Mice and Men

2nd 9 weeks:

The Great Gatsby

3rd 9 weeks:

*No required text to allow focus on research paper

4th 9 weeks:

The Tragedy of Hamlet

Required Technology Standards:

Link to Alabama Technology Course of Study Grades 9-12:

<http://alex.state.al.us/standardAll.php?grade=9&subject=TC2&summary=2>

The following speaking and listening standards should be taught throughout the year:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]

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. [SL.11-12.1a]

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]

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. [SL.11-12.1c]

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.11-12.1d]

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]

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. [SL.11-12.3]

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. [SL.11-12.4]

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.11-12.5]

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English 11 Grade 11

First Nine Weeks

Required Text: *Of Mice and Men*

Supplemental Texts:

Standard	Resources
<p>Literary Texts</p> <ol style="list-style-type: none">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.11-12.1]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.11-12.2]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, how the characters are introduced and developed). [RL.11-12.3]4. Determine the meaning of words and phrases as they are used in the 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.) [RL. 11-12.4]	<p><u>Of Mice and Men</u> <u>Paired texts:</u> Johnny Bear by John Steinbeck Harrison Bergeron, Kurt Vonnegut Passages from Flowers from Algernon by Daniel Keyes</p> <p><u>Background text/resources:</u> John Steinbeck's Nobel acceptance speech Riding the Rails (PBS documentary)</p> <p>Resources for the novel (multiple standards and strategies): The Steinbeck Institute: http://www.steinbeckinstitute.org/doc/Unit_Plan_Of_Mice_and_Men.pdf</p> <p><i>Of Mice and Men</i> using multimedia strategies: http://help4ela.wikispaces.com/file/view/of_mice_and_men_unit.pdf</p> <p>Imagery in <i>Of Mice and Men</i>: http://www.elacommoncorelessonplans.com/literature-reading-standards/exemplars-g-9-10/book-review-of-mice-and-men/teaching-imagery-in-of-mice-and-men.html</p> <p>Allegory in <i>Of Mice and Men</i>: http://www.elacommoncorelessonplans.com/literature-reading-standards/exemplars-g-9-10/book-review-of-mice-and-men/teaching-allegory-in-of-mice-and-men.html</p>

5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL. 11-12.6]
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7] (Alabama)
8. Demonstrate knowledge of twentieth-and twenty-first century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]
9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]

Of Mice and Men: Controversial Issues

<http://sits.sjsu.edu/teacher-support/lesson-plans/of-mice-and-men/omam-downloadable-plans/controversial-issues/>

Of Mice and Men: Diversity and Acceptance

<https://support.newsela.com/hc/en-us/articles/205584639-Of-Mice-and-Men-Diversity-and-Acceptance->

Pearson Digital Common Core Literature: The American Experience

- "In Another Country" Hemingway p.800
- "The Jilting of Granny Weatherall" p 834
- Graphic Organizer: explicit, implicit, ambiguous p.3 Common Core Companion Workbook
- Graphic Organizer: Making inferences p.9 Common Core Companion Workbook

LTF Teacher Resources and Strategies:

Dialectical Journal-Summarizing, Observing, and Questioning; Three Levels of Reading; Reading and Questioning Connections; Annotation Tips

Common Core Strategies for Short Stories:

<http://www.elacommoncorelessonplans.com/literature-reading-standards/teaching-elements-literature-short-stories.html>

Evaluating Theses & Building Background for Of Mice & Men (RL1, 2, 3, 4, 6)

http://betterlesson.com/lesson/586269/evaluating-theses-building-background-for-of-mice-men?from=search_lesson_title

Narrowing a Thesis & Unpacking Steinbeck's Structure & Characters (RL1, 2, 3, 4, 5)

http://betterlesson.com/lesson/586270/narrowing-a-thesis-unpacking-steinbeck-s-structure-characters?from=search_lesson_title

Perceptions, Actions, and Power in Of Mice and Men (RL 1, 3, 7)

http://betterlesson.com/lesson/566989/perceptions-actions-and-power-in-of-mice-and-men?from=search_lesson_title

"Desk Vandalism Helps Students Analyze Conflicts and Types of Characters in Of Mice and Men" (RL1 & 3)

http://betterlesson.com/lesson/575012/desk-vandalism-helps-students-analyze-conflicts-and-types-of-characters-in-of-mice-and-men?from=search_lesson_title

Pearson Digital Common Core Literature: The American Experience

- "In Another Country" Hemingway p.800
- "The Jilting of Granny Weatherall" p 834

	<p><i>LTF Teacher Resources and Strategies:</i> Abstract Words for Thematic Ideas; Common Themes in Literature; Conflict and Theme Template; Dialectical Journal-Analysis of Theme</p> <p>Tips for teachers on teaching theme: http://www.weareteachers.com/blogs/post/2015/03/18/11-tips-for-teaching-about-theme-in-language-arts</p> <p>Youtube Video for teachers on teaching theme effectively: https://www.youtube.com/watch?v=9H6GCe7hmmA</p> <p>"Words, Words, Words: What is the effect of them in Of Mice and Men?" RL2 & 3 http://betterlesson.com/lesson/569940/words-words-words-what-is-the-effect-of-them-in-of-mice-and-men?from=search_lesson_title</p> <p><i>Pearson Digital Common Core Literature: The American Experience</i> Eudora Welty's "A Worn Path" p 849</p> <p><i>LTF Teacher Resources:</i> Dialectical Journal-Analysis of a Character; Character Paragraph Frame; Scoring Guide-Analysis of a Character; Character and Style Analysis Word List; Post-Mortem of a Protagonist "The Southern Gothic: A Rose for Emily" (RL1, 3, 5) http://betterlesson.com/lesson/527816/the-southern-gothic-a-rose-for-emily</p> <p style="text-align: center;"><i>The Best Word for the Job (LTF)</i></p> <p><i>Pearson Digital Common Core Literature: The American Experience:</i> Poetry from Williams, Auden and Cummings, Frost, Hughes Pearson: Digital CC Literature: The American Experience Graphic Organizer: Understanding Figurative Language Workbook p 50</p> <p><i>Pearson Digital Common Core Literature: The American Experience</i> Porter's "The Jilting of Granny Weatherall"—if not taught earlier or revisit the STRUCTURE</p> <p>O'Connor's "The Life You Save May Be Your Own" p 1013 Malamud's "The First Seven Years"</p>
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<p>Informational Texts</p> <p>10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn</p>	<p>Pearson Digital CC Digital Curriculum</p> <ul style="list-style-type: none"> • Old English-Middle English Periods Informational Excerpts
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from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]

11. 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.11-12.2]
12. 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 text. [RI.11-12.3]
13. Determine the meaning of words and phrases as they are used in a 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 *The Federalist* No. 10). [RI.11-12.4]
14. 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. [RI.11-12.5]
15. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
16. 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.11-12.7]
17. Analyze seminal United States documents of historical and literary significance (e.g. Roosevelt's "Four Freedoms"

LTF Teacher Resources: Dialectical Journal-Summarizing, Observing, and Questioning; Three Levels of Reading; Reading and Questioning Connections; Obama's and Schwarzenegger's Addresses to the Conventions; Analyzing an Argument; How to Write a Rhetorical Precis

Freedom of Speech and Automatic Language: Examining the Pledge of Allegiance <http://www.readwritethink.org/classroom-resources/lesson-plans/freedom-speech-automatic-language-406.html?tab=3#tabs>

"The Bloody Massacre." <http://www.readworks.org/passages/%E2%80%9Cbloody-massacre%E2%80%9D-and-%E2%80%9Cbloody-massacre-king-street-march-5-1770%E2%80%9D>

Interactive Constitution Website: <http://constitutioncenter.org/interactive-constitution#>

"Friendship in an Age of Economics"
http://learning.blogs.nytimes.com/2014/04/10/text-to-text-of-mice-and-men-and-friendship-in-an-age-of-economics/?_r=0

<http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0>

<https://www.petersons.com/college-search/act-writing-prompts.aspx#/sweeps-modal>

<p>speech, King’s “Letter from a Birmingham Jail”), including how they address related themes and concepts. [RI. 9-10.9] (Alabama)</p> <p>18. By the end of Grade 11, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]</p>	
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Writing	
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<p>21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]</p>	<p>LTF Teacher Resources: Scoring Guide for Text-Based Narrative LTF Teacher Resources: Literary Terms-Linking them to Meaning</p> <p>District Digital Resource: Writing Coach, Chapters 5 & 6</p> <p>ALEX: http://alex.state.al.us "Understanding Stream of Consciousness in "Bread" by Margaret Atwood (Works with "The Jilting of Granny Weatherall") -Write a narrative in response to Gwendolyn Brooks' poem "We Real Cool" http://www.readwritethink.org/classroom-resources/lesson-plans/many-years-later-responding-1030.html</p> <p>**Some teachers may take 5 days at the beginning of the year to work on narratives OR complete an extended narrative essay in collusion with a class reading of Of Mice and Men (friendship, disability, hardship, cooperation, etc.)</p> <p>6 Word Memoirs Post Secret</p> <p><i>Pearson Digital Common Core Literature: The American Experience</i> Writing Workshop: Fictional Narrative p 1448</p> <p>Faulkner’s “A Rose for Emily” Porter’s “The Jilting of Granny Weatherall”—if not taught earlier or revisit the STRUCTURE</p> <p>O’Connor’s “The Life You Save May Be Your Own” p 1013</p>
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	Malamud's "The First Seven Years" p 1028
<p><u>TEACH AND ASSESS ALL YEAR:</u> 22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. [W.11-12.4]</p>	<p>LTF Teacher Resources: Paragraph Frame, Paragraph Template</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> <p>This standard can be promoted through short, journal-style writing (daily) Weekly ACT-aligned essay practice (ACT.org, Pearson Writing Coach/Write to Learn)</p>
<p><u>TEACH AND ASSESS ALL YEAR:</u> 23. 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.11-12.5]</p>	<p>LTF Resources: Focus For Editing and Revising; Writer's Workshop</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> <p>Create a Comic for a Text: http://alex.state.al.us/learningasset_view.php?asset_id=842</p>
<p><u>TEACH AND ASSESS ALL YEAR:</u> 24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]</p>	<p>LTF Resources: Focus For Editing and Revising</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p> <p>Create a Comic for a Text: http://alex.state.al.us/learningasset_view.php?asset_id=842</p> <p>Livebinders: http://www.livebinders.com/welcome/home</p>
<p><u>TEACH AND ASSESS ALL YEAR:</u></p>	<p>LTF Resources: Focus For Editing and Revising</p>

<p>28. Write routinely over extended time frames, including time for research, reflection, revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p> <p>[W.11-12.10]</p>	<p>Arthurian Legend Lessons with Writing: http://edsitement.neh.gov/lesson-plan/exploring-arthurian-legend</p> <p>ALEX: http://alex.state.al.us</p> <p>District Digital Resource: Writing Coach</p>
<p>Language</p> <p><u>TEACH AND ASSESS ALL YEAR:</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. [L.11-12.1b]</p> <p>[L.11-12.1]</p>	<p>District Digital Resource: Writing Coach</p> <p>LTF Teacher Resources: Transition Toolbox, Phrase Toolbox, Clause Toolbox, Grammar Terms High School</p> <p>Don Killgallon's <i>Sentence Composing for High School</i></p> <p>District Digital Resource: Writing Coach Online Lesson on Resolving Complex Meaning: https://elastars.files.wordpress.com/2013/03/lesson-10-determining-meanings.pdf</p> <p>Grammar Bytes: http://www.chompchomp.com/menu.htm http://www.chompchomp.com/exercises.htm#Commas http://www.chompchomp.com/presentations.htm</p> <p>English for Everyone: http://www.englishforeveryone.org/ http://englishforeveryone.org/Topics/Punctuation.htm</p> <p>Bell Ringer Activities: Editing and Revising Drill and Practice WS and activities with literature selections available in Pearson Digital CC Literature Resources</p> <p>Writing Workshop: Language, Writing and Test Taking p 1261 Digital CC Literature www.noredink.com</p> <p>Practice ACT English passages http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0</p>

<https://www.petersons.com/college-search/act-writing-prompts.aspx#/sweeps-mod>

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English 11 Grade 11

Second Nine Weeks

Required Text: *The Great Gatsby*

Supplemental Texts:

Standard	Resources
<p>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.11-12.1]</p> <p>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.11-12.2]</p> <p>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, how the characters are introduced and developed). [RL.11-12.3]</p> <p>4. Determine the meaning of words and phrases as they are used in the 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</p>	<p><u>The Great Gatsby</u> <i>Pearson Digital Common Core Literature: The American Experience</i></p> <ul style="list-style-type: none">• Fitzgerald's Elusive Women (742)• The Jazz Age (746) <p>ALEX (http://alex.state.al.us)</p> <ul style="list-style-type: none">• 'Nothing's Great About Daisy'<ul style="list-style-type: none">• 'Connotation, Character, and Color Imagery in The Great Gatsby' <p><i>The Great Gatsby</i> characterization "Passing Judgment Evaluating Jay Gatsby" (RL1, 2, 3, 4) http://betterlesson.com/lesson/591138/passing-judgement-evaluating-jay-gatsby</p> <p>"Gatsby: Rumors, Characters & Plot" RL1, RL2, RL3 http://betterlesson.com/lesson/590192/gatsby-rumors-characters-and-plot-a-midpoint-review</p> <p>"Daisy and Gatsby Reunited: Exploring Character Interaction" RL1, RL2, RL3, RL4 http://betterlesson.com/lesson/590205/daisy-and-gatsby-reunited-exploring-character-interaction</p> <p>Setting the Scene http://www.calu.edu/business-community/teaching-primary-sources/Teacher-Products/grades-7-12/_files/Weinzen-APL.pdf</p> <p>The Great Gatsby http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-gatsby.cfm</p> <p>The Great Gatsby LiveBinder https://www.livebinders.com/play/play?id=112672</p> <p>The Great Gatsby Close Reading Passages https://www.nthurston.k12.wa.us/cms/lib/WA01001371/Centricity/Domain/401/Gatsby%20passages.pdf</p>

<p>particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL. 11-12.4]</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL. 11-12.6]</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)</p> <p>9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]</p>	<p>The Great Gatsby Close Reading Seminar http://americainclass.org/wp-content/uploads/2013/03/WEB-Gatsby-Presentation.pdf</p> <p>ALEX: http://alex.state.al.us “Shifting to Text-Based Questioning”</p> <p>Pearson Digital CC Literature “Fitzgerald’s Elusive Women” P 742 “The Jazz Age” P 746 <u>Virtual Library</u> (avl.lib.al.us) Literary criticism from any of the literary selection from current nine weeks. <u>Alabama</u></p> <p>LTF Teacher Resources: Dialectical Journal-Summarizing, Observing, and Questioning, Three Levels of Reading, Reading and Questioning Connections</p> <p>Extended Study: Langston Hughes POEMS (896-907) (With SL standards)</p>
<p>Informational Text</p> <p>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.11-12.1]</p>	<p>Pearson Digital Curriculum PH Literature Text: “Two Influential Writers” P 820 Faulkner’s Nobel Prize Acceptance Speech P 828 Excerpt from Hurston’s Autobiography <i>Dust Tracks on a Road</i> P 930</p>

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.11-12.2]
3. 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 text. [RI.11-12.3]
4. Determine the meaning of words and phrases as they are used in a 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 *The Federalist* No. 10). [RI.11-12.4]
5. 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. [RI.11-12.5]
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
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.11-12.7]
8. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's

Extended Study: Langston Hughes (896-907)

- JFK's Inaugural Address

From Letter from a Birmingham City Jail (1102)

Alabama Virtual Library (avl.lib.al.us) for articles and literary criticism for any of the literary selections from the current nine weeks

Pearson Digital Curriculum

PH Literature Text:

"Two Influential Writers" P 820

Faulkner's Nobel Prize Acceptance Speech P 828

Excerpt from Hurston's Autobiography *Dust Tracks on a Road* P 930

Read interview of popular figure, essay, editorial or memorandum online
 Common Core Companion p 124 Pearson CC Digital Resource
 Online use cultural, scientific and technical articles to compare and contrast how words are used for understanding the topic
 Common Core Companion p 124, 130

Alabama Virtual Library <http://www.avl.lib.al.us/>

for articles and literary criticism for any of the literary selections from the current nine weeks

<p>"Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)</p> <p>9. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]</p>	
<p>Language</p>	
<p>36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]</p> <p>a. Observe hyphenation conventions. [L.11-12.2a]</p> <p>b. Spell correctly. [L.11-12.2b]</p> <p>37. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]</p> <p>38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i>, choosing flexibly from a range of strategies. [L.11-12.4]</p> <p>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. [L.11-12.4a]</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). [L.11-12.4b]</p>	<p>LTF Teacher Resources: Diction Analysis, Syntactical Terms, Character and Style Analysis Word List, Sentence Variety</p> <p>Don Killgallon's <i>Sentence Composing for High School</i></p> <p>Select passage or sentences, identify unfamiliar words (circle) and locate information /context clues (underline) that help reveal meaning</p> <p>Vocabulary skits-Group 1 minute to demonstrate the meaning of a word through dialogue and action</p> <p>Vocabulary Footnotes-Group Each group assigned a paragraph/section of complex passage. Create footnotes for unfamiliar words using synonyms to use when reading entire passage as class.</p> <p>Vocabulary.com</p> <p>District Digital Resource: Writing Coach</p> <p>Grammar Monster: http://grammar-monster.com/glossary/hyphens.htm</p> <p>Grammar Bytes (see Spelling): http://www.chompchomp.com/presentations.htm</p> <p>Hyphen Reference Sheet and Worksheet: https://chadgallant.files.wordpress.com/2009/10/hyphen-package.pdf</p> <p>Peer Review Class Workshop-Group Evaluate Classmates sentences (sentence strips)</p>

<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]</p>	<p>Analyzing Diction and Tone – Select passage and identify words that communicate tone</p>
<p><u>TEACH AND ASSESS ALL YEAR:</u> 38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]</p> <p>a. Observe hyphenation conventions. [L.11-12.2a]</p> <p>b. Spell correctly. [L.11-12.2b]</p> <p>[L.11-12.2] (listed in SchoolNet as Alabama L.11-12.36)</p>	
<p>Writing</p> <p>19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>a. 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. [W.11-12.1a]</p> <p>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. [W.11-12.1b]</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and</p>	<p>Pearson Text Introductory Unit-Composing Argument PH CC Literature (Ixx-Ixxi) LTF Teacher Resources: Determining Your Position-Prewriting for the Persuasive Essay, Template for Persuasive Paragraph, Scoring Guide-Persuasion</p> <p><i>Writing Coach</i>, Pearson</p> <p>http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0</p> <p>https://www.petersons.com/college-search/act-writing-prompts.aspx#/sweeps-mod</p>

clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]

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. [W.11-12.1d]

e. Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English 11 Grade 11

Third Nine Weeks

***No required text to allow focus on the research paper**

Supplemental Texts:

Standard	Resources
<ol style="list-style-type: none">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.11-12.1]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.11-12.2]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, how the characters are introduced and developed). [RL.11-12.3]4. Determine the meaning of words and phrases as they are used in the 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.) [RL. 11-12.4]5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. [RL. 11-12.5]	<p>Anchor Papers for Analysis: JFK Inaugural Address https://www.engageny.org/file/96791/download/teacher_packet_part_3.pdf</p> <p>Analyzing JFK Inaugural Address https://betterlesson.com/lesson/614533/analyzing-jfk-s-inaugural-address-with-docsteach</p> <p>Voices of Democracy http://voicesofdemocracy.umd.edu/jfk-inaugural-lesson-plan/</p> <p>JFK Inaugural Address Vocabulary https://www.vocabulary.com/lists/38524</p> <p>MLK, Letter from a Birmingham Jail Vocabulary https://www.vocabulary.com/lists/153838</p> <p>Close Reading Materials, Letter from a Birmingham Jail https://aptv.pbslearningmedia.org/resource/engny.pd.ccvs.ela10/close-reading-of-text-mlk-letter-from-birmingham-jail/#.WUqV1mj1DIU</p>

<p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL. 11-12.6]</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)</p> <p>9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]</p>	<p>Becoming Experts on Letter from a Birmingham Jail https://betterlesson.com/lesson/505120/becoming-experts-on-mlk-s-letter-from-birmingham-jail</p> <p>Martin Luther King, Jr: Nonviolent Resistance https://edsitement.neh.gov/lesson-plan/martin-luther-king-jr-and-nonviolent-resistance</p>
<p>Informational Text</p>	
<p>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.11-12.1]</p> <p>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.11-12.2]</p> <p>3. 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 text. [RI.11-12.3]</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p><i>Pearson Digital Common Core Literature: The American Experience</i></p> <ul style="list-style-type: none"> • JFK's Inaugural Address • From Letter from a Birmingham City Jail (1102) The Gettysburg Address/Letter to His Son (36) • From Life on the Mississippi • From My Bondage and My Freedom by Frederick Douglass • An Account of an Experience With Discrimination (552) • From Dust Tracks on a Road by Zora Neale Hurston (928) <p style="text-align: center;">LTF Teacher Resources: Analyzing an Argument, How to Write a Rhetorical Precis, Determining Your Position-Prewriting for the Persuasive Essay, Template for Persuasive Paragraph, Scoring Guide-Persuasion</p>

<p>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 <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]</p> <p>5. 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. [RI.11-12.5]</p> <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]</p> <p>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.11-12.7]</p> <p>8. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)</p> <p>9. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]</p>	<p>American Rhetoric http://www.americanrhetoric.com/</p>
<p>Writing</p> <p>20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p> <p>a. 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, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]</p>	<p>District Digital Resource: Writing Coach</p> <p>LTF Teacher Resources: Paragraph Frame, Paragraph Template, Planning a Compare/Contrast Essay, Scoring Guide-Compare Contrast</p> <p>Alabama Virtual Library (avl.lib.al.us)</p>

b. 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. [W.11-12.2b]

c. 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. [W.11-12.2c]

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]

f. 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). [W.11-12.2f]

25. 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.11-12.7]

27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

a. Apply *Grade 12 Reading standards* to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). [W.11-12.9a] (Alabama)

b. Apply *Grade 12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). [W.11-12.9b]

Research Paper (Argumentative):bibliography cards, note cards, thesis, outline, rough draft, final paper

MLA Handbook
MLA Style Guide

Pearson Digital Common Core Literature: The American Experience

- Close Reading Activities from My Bondage and My Freedom (528)

<http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0>

<https://www.petersons.com/college-search/act-writing-prompts.aspx#/sweeps-mod>

Language

40. 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. [L.11-12.6]

Alabama Virtual Library (avl.lib.al.us)

Research Paper (Argumentative):bibliography cards, note cards, thesis, outline, rough draft, final paper

MLA Handbook

MLA Style Guide (e.g. Diana Hacker's *A Pocket Style Manual*)

Pearson CC Digital Resources

- Grammar Terms High School, Literary Terms High School

LTF Teacher Resources: Grammar Terms High School, Literary Terms High School

Vocabulary.com

Freerice.com

Huntsville City Schools

Pacing Guide 2017 - 2018

Course English 11 Grade 11

Fourth Nine Weeks

Required Text: *The Tragedy of Hamlet*

Supplemental Texts:

Standard	Resources
<ol style="list-style-type: none"> 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.11-12.1] 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.11-12.2] 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, how the characters are introduced and developed). [RL.11-12.3] 4. Determine the meaning of words and phrases as they are used in the 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.) [RL. 11-12.4] 5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall 	<p>ALEX: http://alex.state.al.us</p> <p>Audio of plays: https://librivox.org/pages/public-domain/Folger Shakespeare Library http://www.folger.edu/teach-and-learn</p> <p>LTF Teacher Resources: Dialectical Journal-Analysis of a Character Character Paragraph Frame, Scoring Guide-Analysis of a Character, Character and Style Analysis Word List, Post-Mortem of a Protagonist, <i>Hamlet</i> vocabulary, Literary Terms-Linking them to Meaning</p> <p>Shakespeare's <i>The Tragedy of Hamlet</i> -ALEX http://alex.state.al.us</p> <p>Happily Ever After? Exploring Character, Conflict, and Plot in Dramatic Tragedy 'Hamlet' and the Elizabethan Revenge Ethic in Text and Film</p> <p>http://www.vocabulary.com <i>Hamlet</i> vocabulary</p> <p>Engage New York Hamlet Unit (in English Edmodo folders!)</p> <p>Literary Selections in CC Textbook: Miller's <i>The Crucible</i> p 1120-1239</p> <p>From Good Night, and Good Luck by George Clooney and Grant Heslov 1239-1249</p> <p>PH CC Literature Text:</p>

<p>structure and meaning as well as its aesthetic impact. [RL. 11-12.5]</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. [RL. 11-12.6]</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) [RL.11-12.7] (Alabama)</p> <p>8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9] (Alabama)</p> <p>9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]</p>	<p>See Workshops at the end of each unit for suggested fiction selections.</p> <p>Novels: See PH CC Lit Workshops at the end of each unit, ACT Suggested Course of Study or the “Protected Texts” list for novel suggestions</p>
<p>Informational Text</p> <p>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.11-12.1]</p> <p>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.11-12.2]</p> <p>3. 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 text. [RI.11-12.3]</p>	<p>LTF Teacher Resources: Analyzing an Argument in Visual Text</p> <p><u>Alabama Virtual Library</u> http://www.avl.lib.al.us Hamlet literary criticism</p> <p>ALEX: http://alex.state.al.us</p> <p><u>Folger Shakespeare Library</u> http://www.folger.edu/teach-and-learn Many informational resources to meet standard and connect to the play</p> <p>Renaissance background Shakespeare biography, Globe Theater, Hamlet background</p> <p>Pearson Digital Curriculum</p>

4. Determine the meaning of words and phrases as they are used in a 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 *The Federalist* No. 10). [RI.11-12.4]
5. 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. [RI.11-12.5]
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]
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8. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. [RI.9-10.9] (Alabama)
9. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]

- From *Life on the Mississippi*, The Notorious Jumping Frog of Calaveras County (569)
- The Story of an Hour by Kate Chopin with Challenging Women's Roles (631)
- From *Dust Tracks on a Road* by Zora Neale Hurston (928)

ACT Writing

<http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0>

<https://www.petersons.com/college-search/act-writing-prompts.aspx#/sweeps-mod>