**PACING GUIDE**

**COURSE: English 3A**  **GRADE(S): 11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONTH/DAYS** | **UNIT** | **STANDARDS** | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices |
| Sept. | Transcendentalism | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Transcendentalism Unit Quiz  Poetry Group Presentation | Poetry by Emerson:   * “Brahma” * “Parks and Ponds” * “Experience”   Essays by Emerson:   * “Nature” * Transcendentalism”   Poetry by Thoreau   * “To A Marsh Hawk in Spring” * “I Was Made Erect and Lone” * “Men Say They Know Many Things”     Essays by Thoreau   * “Slavery in Massachusetts” | Close reading & annotation of “Brahma”, “Parks and Ponds”, and “Experience” by Ralph Waldo Emerson  Poetry group presentation to consider the social impact of literature the societal norms based on the time period.  Close reading & annotation of “Nature” and “Transcendentalism by Ralph Waldo Emerson  Close reading & annotations of “To A Marsh Hawk in Spring”, “I Was Made Erect and Lone”, and “Men Say They Know Many Things” by Henry David Thoreau  Close reading & annotation of “Slavery in Massachusetts” by Henry David Thoreau  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Oct. | Anti-Transcendentalism | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Anti-Transcendentalism Unit Quiz  Anti-Transcendentalism NWT | Short Stories by Nathaniel Hawthorne:   * The Minister’s Black Veil * Young Goodman Brown   Poetry by Edgar Allen Poe   * Alone * Annabel Lee * Sonnet-To Science   Short Stories by Edgar Allen Poe   * Cask of Amontillado | Close reading & annotation of “Alone”, “Annabel Lee”, and “Sonnet-To Science” by Edgar Allan Poe  Close reading and annotations of “The Minister’s Black Veil, Young Goodman Brown, and The Cask of Amontillado  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Oct. | Walt Whitman and Emily Dickinson Poetry | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **LA.11-12.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.  **LA.11-12.SL.11-12.1.B** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.  **LA.11-12.SL.11-12.1.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.  **LA.11-12.SL.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | Whitman/Dickinson Unit Quiz  Dickinson Team Teach Assignment | Emily Dickinson   * Because I Could Not Stop For Death * I Heard A Fly Buzz When I Died * There’s A Certain Slant of Light * My Life Closed Twice Before It’s Close * The Brain Is Wider Than The Sky   Walt Whitman   * America * I Hear America Singing * Captain! My Captain! * The Preface to Leave of Grass | Close reading & annotation of “Because I Could Not Stop For Death”, “I Heard A Fly Buzz When I Died”, “There’s A Certain Slant of Light”, “My Life Closed Twice Before It’s Close”, and “The Brain Is Wider Than The Sky” by Emily Dickinson  Close reading and annotation of “America”, “I Hear America Singing”, “O Captain! My Captain”, and preface to Leaves of Grass by Walt Whitman.  Dickinson Team Teach Assignment discusses the social impact of literature and the societal norms based on 19th century views on gender, religion, and politics.  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Nov. | William Shakespeare | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  **LA.11-12.W.11-12.2** 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. | Julius Caesar Unit Test (Acts I-V)  Julius Caesar LAT | * Julius Caesar (Acts I-V) * Aristotle’s Tragedy * Rhetorical devices: ethos, pathos, and logos | Close reading & annotation of Acts I-V of Shakespeare’s Julius Caesar  Identifying rhetorical devices in Julius Caesar and its connection to social norms, particularly in relation to public and political speech  Understanding Aristotle’s definition of Tragedy, Hamartia and Hubris, and reversal of intention and recognition in Julius Caesar  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Dec. | Problem-Solution Research Paper | **LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  **LA.11-12.W.11-12.2** 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.  **LA.11-12.W.11-12.2.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.  **LA.11-12.W.11-12.2.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.  **LA.11-12.W.11-12.2.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.  **LA.11-12.W.11-12.2.D** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  **LA.11-12.W.11-12.2.E** Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  **LA.11-12.W.11-12.2.F** Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  **LA.11-12.W.11-12.4** 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 standards 1–3 above.)  **LA.11-12.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.  **LA.11-12.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * Position Paper rough draft * Position Paper final draft | Position Paper Essay Writing and analysis | Use of electronic sources and databases to research topic, Microsoft programs to type and complete paper, and structure of paper format  Understanding MLA format, choosing a Topic, writing a Thesis Statement, using the Media Center to Research and Write a Works Cited page |
| Dec.  -Jan. | Realism and Naturalism | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  **LA.11-12.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **LA.11-12.W.11-12.2** 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. | Quiz on Crane and London  Quiz on Goss, McKim, and “The Gettysburg Address”  Spirituals NWT  The Awakening LAT  The Awakening Unit Test | Stephen Crane   * "An Episode of War"   Jack London   * "To Build a Fire"   Warren Lee Goss   * "Recollections of a Private"   Randolph McKim   * "A Confederate Account of the Battle of Gettysburg"   Frederick Douglass   * "My Bondage and my Freedom"   Spirituals   * "Go Down Moses" * "Swing Low Sweet Chariot"   Abraham Lincoln   * The Gettysburg Address   Robert E. Lee   * "A Letter to a Son"   Sojourner Truth   * "An Account of an Experience with Discrimination"   Kate Chopin’s   * The Awakening | Close reading and annotation of Stephan Crane’s “An Episode of War”  Close reading and annotation of Jack London’s “To Build a Fire”  Close reading and annotation of Warren Lee Goss’ “Recollections of a Private”  Close reading and annotation of Randolph Mckim’s “A Confederate’s Account of the Battle of Gettysburg; close reading and comparison to Abraham Lincoln’s “Gettysburg Address”  Close reading and annotation of Frederick Douglass’ “My Bondage and my Freedom”  Close reading and annotation of Spirituals with musical interpretation  Close reading and annotation of Robert R. Lee’s “A Letter to a Son”  Close reading and annotation of Sojourner Truth’s “An Account of an Experience with Discrimination”  Close reading and annotation of The Awakening  Discuss social and political issues of the time period for all literature.  Analyze content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Feb. | Modernism prior to WWII | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Quiz on Eliot, Williams, and Pound | T.S. Eliot   * "The Lovesong of J. Alfred Prufrock"   William Carlos Williams   * "The Red Wheelbarrow" * "This is Just to Say" * "The Great Figure"   Ezra Pound   * " In A Station of the Metro" * "A Few Don'ts" | Close reading and annotation of T.S. Eliot’s “The Lovesong of J. Alfred Prufrock”  Close reading and annotation of William Carlos Williams’ “The Red Wheelbarrow”, “This is Just to Say”, and “The Great Figure”  Close reading and annotation of Ezra Pound’s “In a Station of the Metro” and “A Few Don’ts”  Discuss social and political issues of the time period for all literature.  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| Mar. -Apr. | Harlem Renaissance | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Harlem Renaissance Mastery Project  Quiz on Hughes and Hurston  Great Gatsby Chapter 1-3 Test  Great Gatsby Chapter 4-6 Test  Great Gatsby Chapter 7-9 Test  Great Gatsby NWT  Quiz on Steinbeck and Hemingway | Langston Hughes   * "Harlem" * "The Negro Speaks of Rivers" * "I Too" * "Dream Variations" * "Refugee in America"   Countee Cullen    Nella Larsen  Zora Neale Hurston   * "Dust Tracks on a Road" * "How It Feels to Be Colored Me"   F. Scott Fitzgerald   * The Great Gatsby   John Steinbeck   * Excerpt from The Grapes of Wrath   Ernest Hemingway   * "In Another Country" | Close reading and annotation of Langston Hughes’ “Harlem”, “The Negro Speaks of Rivers”, “I Too”, “Dream Variations”, and “Refugee in America”  Close reading and annotations of Zora Neal Hurston’s “Dust Tracks on a Road” and “How It Feels to be Colored Me”  Close reading and annotation of F. Scott Fitzgerald’s The Great Gatsby  Close reading and annotation of excerpts of John Steinbeck’s The Grapes of Wrath  Close reading and annotations of Ernest Hemingway’s “In Another Country”  Analyze content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES. |
| May-Jun | Modernism during and post WWII | **LA.11-12.RI.11-12.1** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  **LA.11-12.RI.11-12.2** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  **LA.11-12.RI.11-12.3** 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.  **LA.11-12.RI.11-12.4** 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 Federalist No. 10).  **LA.11-12.RI.11-12.6** 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.  **LA.11-12.RL.11-12.1** Cite strong and thorough textual evidence and make relevant connections 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.  **LA.11-12.RL.11-12.2** 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.  **LA.11-12.RL.11-12.3** 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).  **LA.11-12.RL.11-12.**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. (e.g., Shakespeare as well as other authors.)  **LA.11-12.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **LA.11-12.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  **LA.11-12.W.11-12.2** 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.  **LA.11-12.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **LA.11-12.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.  **LA.11-12.SL.11-12.1.B** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.  **LA.11-12.SL.11-12.1.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.  **LA.11-12.SL.11-12.1.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.  **LA.11-12.SL.11-12.3** 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.  **LA.11-12.SL.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | Quiz on Cummings, Stevens, and Faulkner  Quiz on Thurber, Sandburg, and Frost  Socratic Seminar #1  Socratic Seminar #2  Socratic Seminar #3  Bomb LAT  Bomb RST | E.E. Cummings   * "Old Age Sticks" * "Anyone Lived in a Pretty How Town"   Wallace Stevens   * "Of Modern Poetry"   William Faulkner   * "A Rose for Emily" * "Nobel Prize Speech Acceptance"   James Thurber   * "The Night the Ghost Got In"   Carl Sandburg   * "Chicago" * "Grass"   Robert Frost   * "Birches" * "Stopping by Woods on a Snowy Evening" * "Mending Wall" * "Out Out-" * "Acquainted with the Night" * "The Gift Outright" * "The Road Not Taken"   Steven Sheinkin   * Bomb: The Race to Build - and Steal - the World's Most Dangerous Weapon   Harper Lee   * To Kill a Mockingbird | Close reading and annotation of E.E. Cummings’ “Old Age Sticks” and “Anyone Lived in a Pretty How Town”  Close reading and annotation of Wallace Stevens’ “Of Modern Poetry”  Close reading and annotation of William Faulkner’s “A Rose for Emily” and Noble Prize Acceptance Speech  Close reading and annotation of James Thurber’s “The Night the Ghost Got In”  Close reading and annotation of Carl Sandburg’s “Chicago” and “Grass”  Close reading and annotation of Robert Frost’s "Birches", "Stopping by Woods on a Snowy Evening", "Mending Wall", "Out Out-", "Acquainted with the Night", "The Gift Outright", and "The Road Not Taken"  Close reading and annotation of Steven Sheinkin’s Bomb: The Race to Build - and Steal - the World's Most Dangerous Weapon  Discussing social and political events affected Americans during World War II.  Identifying how literature reflected the attitudes of conformity and nonconformity through the use of writing styles, communication, and differences and similarities among diverse cultural groups.  Analyzing content, style, and organization of the literary movements to communicate the social and political issues of the times through popular literature of the period.  Evaluate author’s use of arguments, narrative forms, and analysis in order to impart an understanding of the meanings and structures of their ideas.  Read and annotate all literature to compare, infer, synthesize, and make connections to make text that reflects culture, religion, race, gender, and SES.  Discussing life and times during WWII  Introduction to the history of the atomic bomb and its impact on Hiroshima and Nagasaki.  Socratic Seminars of Steven Sheinkin’s Bomb discussing the building and use of the atomic bomb, in addition to its effects on society  Discussing life and times in 1930s Alabama  Introduction to Jim Crow Laws and Important Law Cases relating to race  Class Discussion of Harper Lee’s To Kill a Mockingbird |