**PACING GUIDE**

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

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| **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/Expository Writing | **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/  Expository Writing Unit Test  Socratic Seminar | Essays:  “Nature” by Ralph Waldo Emerson  “The Last Days of John Brown” by Henry David Thoreau  “Civil Disobedience” by Henry David Thoreau  “Political Society” by John Locke    Speeches:  “Brown’s Address to the Court” by John Brown | Close reading & annotation of “Nature” by Ralph Waldo Emerson  Close reading & annotation of “The Last Days of John Brown” 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/Narrative Writing | **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/  Narrative Writing Unit Test  Anti-Transcendentalism NWT | Short Stories:  “The Minister’s Black Veil” by Nathanial Hawthorne  “Young Goodman Brown” by Nathanial Hawthorne  “The Cask of Amontillado” 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. |
| Nov. | Poetry/Creative Writing | **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 Poetry Unit Test  Dickinson /Whitman Imitation poems | Poems:  “Alone” by Edgar Allan Poe  “Sonnet - To Science” by Edgar Allan Poe  “Southern History” by Natasha Tretheway  “Annabel Lee” by Edgar Allan Poe  “My life closed twice before its close” by Emily Dickinson  “Because I could not stop for death” by Emily Dickinson  “I heard a fly buzz when I died” by Emily Dickinson  "Edge" by Sylvia Plath  “America” by Walt Whitman  “Accent” by Rupi Kaur  “I Hear America Singing” by Walt Whitman  “O Captain! My Captain!” by Walt Whitman | 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. |
| Dec. | Rhetoric/Persuasive Writing | **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. | Tragedy & Rhetoric Unit Test  Rhetorical Analysis | Play:  Excerpts from Julius Caesar by William Shakespeare  Speeches:  “Gettysburg Address” by Abraham Lincoln  “I Will Fight No More Forever” by Chief Joseph  “Aint I A Woman?” by Sojourner Truth  “I Have A Dream” by Martin Luther King, Jr.  “The Hill We Climb” by Amanda Gorman  "Questioning the Universe" by Stephen Hawking  "Nobel Speech" by Malala Yousafzai  "Final Commencement Speech" by Michelle Obama  "His Last Words" by Harvey Milk   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. |
| Jan. | Rhetoric/Argumentative Writing | **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. | Annotated Bibliography  Outline  Rough Draft  Final Draft | Position Paper Essay Writing and analysis  Informational Text:  Student-selected credible sources from the Delsea High School Media Center Databases | 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 |
| Feb-Mar. | Literary Analysis/ Realism, Naturalism, and Regionalism | **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. | Realism & Naturalism Unit Test  Regionalism Unit Test  The Awakening Socratic Seminar  The Awakening LAT | Short Stories:  "An Episode of War" by Stephen Crane  “To Build A Fire” by Jack London  “A Warrior’s Daughter” by Zitkala-Sa  “The Luck of Roaring Camp” by Bret Harte  “The Celebrated Jumping Frog of Calaveras County” by Mark Twain  Essays:  “How To Tell A Story” by Mark Twain  Excerpts from My Bondage and My Freedom by Frederick Douglass  Poems:  “Douglass” by Paul Laurence Dunbar  “We Wear The Mask” by Paul Laurence Dunbar  “Goe Down Moses” and “Swing Low, Sweet Chariot” Spiritual Songs  Novel:  The Awakening by Kate Chopin | Close reading and annotation of Realism, Naturalism, and Regionalism texts.  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. |
| May-June | Modernism/  Creative Writing | **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.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. | Modernism Unit Test  Socratic Seminar | Poems:  “The Love Song of J. Alfred Prufrock” by T.S. Eliot  “In A Station of the Metro” by Ezra Pound  “The Red Wheelbarrow” by William Carlos Williams  “This Is Just To Say” by William Carlos Williams  “The Great Figure” by William Carlos Williams  “Harlem” by Langston Hughes  “Refugee in America” by Langston Hughes  “I, Too” by Langston Hughes  “Anyone Lived in a Pretty How Town” by E.E. Cummings  “Grass” by Carl Sandburg  “The Road Not Taken” by Robert Frost    Short-Stories:  “How It Feels to Be Colored Me” by Zora Neale Hurston  Novel:  The Great Gatsby by F. Scott Fitzgerald | 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”  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.  Close reading and annotation of Langston Hughes’ “Harlem”, “I Too”, and “Refugee in America”  Close reading and annotations of Zora Neal Hurston’s “How It Feels to be Colored Me”  Close reading and annotation of F. Scott Fitzgerald’s The Great Gatsby  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. |