CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

ENGLISH III Option I

GRADE 11

Date of Board Approval: August 21, 2014

CARLISLE AREA SCHOOL DISTRICT

TITLE OF COURSE: English III Option I   **SUBJECT AREA**: English   **GRADE LEVEL:**11

COURSE LENGTH: Year   **DURATION:**50 minutes   **FREQUENCY**: Daily

PREREQUISITES: English II   **CREDIT:**1.0   **LEVEL:** Option I

Course Description/Objectives:

English III Option I is a full-year American literature course designed to help students to develop professional communication and writing skills. Students study poetry, short stories, novels, essays, nonfiction, and plays to develop an appreciation of the varied components of their American heritage as reflected in the works. Teachers of this course place special emphasis upon relating American literature to skills students need in their workplaces or careers. They also emphasize practical writing skills, including editing practice and directions related to specific projects. In addition, students will be required to create an in-depth research project.

Text: *Elements of Literature, Fifth Course, 2009*

Additional Texts:

The Absolutely True Diary of a Part-Time Indian
The Color of Water
The Crucible
Death of a Salesman
Fahrenheit 451
The Great Gatsby
Incidents in the Life of a Slave Girl
Narrative of the Life of Frederick Douglass
Of Mice and Men
Our Town
The White

Curriculum Writing Committee: Sarah Clayville, Keely McGeehan, Erika Schiffgens

COURSE TIMELINE

Unit 1:Themes in American Literature   5 days
- *Common themes in American Literature*

Unit 2:Short Fiction   15 days
- *Conventions of fiction*
- *Reading comprehension strategies*

Unit 3: Personal Essay   15 days
- *Biography, autobiography, and personal memoir*
- *Conventions of the personal essay*

Unit 4: The American Novel   30 days
- *Common themes in American Literature (review)*
- *Historical and social context*
- *Conventions of fiction and literary terms*

Unit 5: Analyzing Persuasion   15 days
- *Methods of persuasion*
- *Fact vs. opinion*
- *Subjective and objective language*
- *Media literacy*

Unit 6:Persuasive Research   20 days
- *Facts, opinions, and bias*
- *Reliable vs. unreliable sources*
- *Paraphrase, direct quotation, summary, and annotations*
- *Methods of citation*

Unit 7: American Poetry   20 days

- *Empathy, paraphrase, connotation*
- *Relationship between poet and his work*
- *Conventions of poetry*
- *Key American poets*

Unit 8: American Drama   15 days
- *Characteristics of modern American drama*
- *Historical, social, political, and cultural contexts*
- *Strategies to read a play*

                                                              15 days
Unit 9: Vocabulary
- *Word relationships*
- *Word parts*

Unit 10: Grammar   25 days

                                            TOTAL: 175 days

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 5 days

UNIT # 1: Themes in American Literature   **GRADE:** 11

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.11-12.10	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.1.3.11-12.K**
CCSS.ELA-Literacy.RL.11-12.9	• Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CC.1.3.11-12.H**
CCSS.ELA-Literacy.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 **CC.1.4.11-12.X**
CCSS.ELA-Literacy.W.11-12.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.11-12.S**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.L.11-12.1a	• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

PA Core Standards are noted in boldface.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 5 days

UNIT # 1:   Themes of American Literature

GRADE: 11

UNDERSTANDINGS

American literary works often contain recurrent, recognizable themes.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Maintain a journal for note taking, response, and reflection.

KNOW	DO

• Identify common themes in American Literature including but not limited to:
   o Search for identity
   o Individualism
   o Freedom
   o The journey
   o Initiation/rite of passage
   o Frontier
   o Moral struggle
   o Rebellion vs. conformity
   o American dream/nightmare
	• Determine denotative and connotative definitions of terminology within the specified themes.
	
	• Establish theme-to-self and theme-to-world connections.
	
	• Maintain a journal for note taking, response, and reflection.
	
	• Read texts and determine applicable themes present in text using textual evidence to support observations.

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 15 days

UNIT # 2: Short Fiction   **GRADE:** 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.11-12.K**
CCSS.ELA-Literacy.RL.11-12.1	• 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. **CC.1.3.11-12.B**
CCSS.ELA-Literacy.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. **CC.1.3.11-12.A**
CCSS.ELA-Literacy.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). **CC.1.3.11-12.C**
CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.) **CC.1.3.11-12.F**
CCSS.ELA-Literacy.RL.11-12.5	• Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CC.1.3.11-12.E**
CCSS.ELA-Literacy.RL.11-12.9	• Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **CC.1.3.11-12.H**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.M**
CCSS.ELA-Literacy.W.11-12.3a	• 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 and/or characters; create a smooth progression of experiences or events. **CC.1.4.11-12.N**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 2: Short Fiction

TIME FRAME: 15 days

GRADE: 11

CCSS.ELA-Literacy.W.11-12.3a	• 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 and/or characters; create a smooth progression of experiences or events. **CC.1.4.11-12.N**
CCSS.ELA-Literacy.W.11-12.3b	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CC.1.4.11-12.O**
CCSS.ELA-Literacy.W.11-12.3c	• 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). **CC.1.4.11-12.P**
CCSS.ELA-Literacy.W.11-12.3d	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CC.1.4.11-12.O**
CCSS.ELA-Literacy.W.11-12.3e	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.11-12.P**
CCSS.ELA-Literacy.W.11-12.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.11-12.B**
CCSS.ELA-Literacy.W.11-12.5	• 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. **CC.1.4.11-12.T**
CCSS.ELA-Literacy.W.11-12.6	• 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. **CC.1.4.11-12.U**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.15.11-12.A**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.X**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.R**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 2: Short Fiction

GRADE: 11

UNDERSTANDINGS

A good short story is one that creates interesting, complex characters, takes place in a vivid setting, initiates the action with a conflict that builds toward a climax and is resolved, uses a clear consistent point of view, and incorporates stylistic devices to enhance its style.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Explore a literary element or elements in an original creative writing piece.

(The piece may either be a retelling of a previously read work or an original creation.)

KNOW	DO
- Identify and define conventions used in fiction: - Setting and plot (flashback, foreshadowing, conflict, suspense, mood) - Character (traits, characterization, motivation, types) - Narrator and voice (point of view, persona, tone, diction) - Symbolism and irony (verbal, situational, and dramatic) - Identify and apply strategies to understand fiction: - Identifying main ideas and supporting details, summarizing, making inferences and generalizations, analyzing sequence of events, making connections, questioning, predicting, visualizing, drawing conclusions, monitoring reading, understanding cause and effect, and writer's purpose	- Apply reading strategies, specifically annotation, to increase reading comprehension. - Articulate personal connections through writing. (text to self, text to text, text to world) - Analyze a piece of fiction based on various literary conventions: setting, plot, character, symbolism, irony, narrator, and voice. - Evaluate author's choices of literary conventions in short stories. - Discuss the author's application of literary conventions in selected texts. - Demonstrate an understanding of various literary techniques through creation of original short pieces.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 3: Personal Essay

TIME FRAME: 15 days

GRADE: 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.RI.11-12.10	• By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.11-12.L**
CCSS.ELA-Literacy.RI.11-12.1	• 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. **CC.1.2.11-12.B**
CCSS.ELA-Literacy.RI.11-12.2	• 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. **CC.1.2.11-12.A**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.C**
CCSS.ELA-Literacy.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). **CC.1.2.11-12.F**
CCSS.ELA-Literacy.RI.11-12.5	• 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. **CC.1.2.11-12.E**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.D**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.M**
CCSS.ELA-Literacy.W.11-12.3a	• 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 and/or characters; create a smooth progression of experiences or events. **CC.1.4.11-12.N**

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 15 days

UNIT # 3: Personal Essay   **GRADE:** 11

CCSS.ELA-Literacy.W.11-12.3b	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CC.1.4.11-12.O**
CCSS.ELA-Literacy.W.11-12.3c	• 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). **CC.1.4.11-12.P**
CCSS.ELA-Literacy.W.11-12.3d	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CC.1.4.11-12.O**
CCSS.ELA-Literacy.W.11-12.3e	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.11-12.P**
CCSS.ELA-Literacy.W.11-12.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.11-12.B**
CCSS.ELA-Literacy.W.11-12.5	• 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. **CC.1.4.11-12.T**
CCSS.ELA-Literacy.W.11-12.6	• 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. **CC.1.4.11-12.U**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.X**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.R** **CC.1.4.11-12.F**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 3: Personal Essay

GRADE: 11

UNDERSTANDINGS
A personal essay allows the writer to reflect on meaningful experiences that also resonate with an audience larger than oneself.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Produce a personal essay

KNOW	DO
- Distinguish between biography, autobiography, and personal memoir. - Describe conventions used in a personal essay as writing that - Focuses on a single, meaningful experience - Includes narrative details that relate actions, thoughts, and feelings as well as depict dialogue and internal monologues - Conveys a complete imagine of the experience through descriptive details that appeal to the senses - Organizes events and details in an understandable order - Clearly expresses the significance of the experience	- Analyze a variety of personal essays, focusing on purpose and audience. - Use personal journaling and brainstorming as a basis for the final paper. - Produce an essay that follows the conventions of a personal essay. - Determine the most compelling sequence of events - Develop a draft that attends to introduction (hook), body, and conclusion - Use vivid language to evoke strong images for a reader - Use a peer review and self-editing process to polish and edit narrative

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 4: The American Novel

TIME FRAME: 30 days

GRADE: 11

STANDARDS:	
Common Core Standards	
CCSS.ELA-Literacy.RL.11-12.10	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.1.3.11-12.K**
CCSS.ELA-Literacy.RL.11-12.1	• 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. **CC.1.3.11-12.B**
CCSS.ELA-Literacy.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. **CC.1.3.11-12.A**
CCSS.ELA-Literacy.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). **CC.1.3.11-12.C**
CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.) **CC.1.3.11-12.F**
CCSS.ELA-Literacy.RL.11-12.5	• Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CC.1.3.11-12.E**
CCSS.ELA-Literacy.RL.11-12.7	• 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.) **CC.1.3.11-12.G**
CCSS.ELA-Literacy.W.11-12.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.11-12.B**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11-12.A**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 4: The American Novel

TIME FRAME: 30 days

GRADE: 11

CCSS.ELA-Literacy.SL.11-12.1a	• 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. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.SL.11-12.1b	• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.SL.11-12.1c	• 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. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.SL.11-12.1d	• 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. **CC.1.5.11-12.B**
CCSS.ELA-Literacy.SL.11-12.4	• 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. **CC.1.5.11-12.D**
CCSS.ELA-Literacy.SL.11-12.5	• 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. **CC.1.5.11-12.F**
CCSS.ELA-Literacy.SL.11-12.6	• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • **CC.1.5.11-12.E**
CCSS.ELA-Literacy.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 **CC.1.4.11-12.X**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.F,L, R CC.1.5.11-12.G**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 30 days

UNIT # 4: The American Novel

GRADE: 11

UNDERSTANDINGS
The American novel reflects and is a product of the time period in which it was written.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Create a project that demonstrates student interpretation of American literary themes as they pertain to the novel.
Students are required to present in one of the following units: Novel, Research, Poetry, or Drama.

KNOW	DO
- Review the themes that are pervasive throughout American literature. - Describe the relationship between a writer and the historical and social context. - Define tone, mood, protagonist, antagonist, archetype, unreliable narrator, dialect, dialogue, irony, and direct and indirect characterization.	- Use various close reading strategies to understand the text. - Analyze the plot structure and characterization within the novel. - Interpret how a character's voice shapes the text. - Analyze how a writer's language functions within a novel. - Make text to self, text to text, and text to world connections and discuss findings with peers. - Cite evidence to connect the novel to a theme or themes within American literature.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 5: Analyzing Persuasion

GRADE: 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.RI.11-12.1	• 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. **CC.1.2.11-12.B**
CCSS.ELA-Literacy.RI.11-12.2	• 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. **CC.1.2.11-12.A**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.C**
CCSS.ELA-Literacy.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). **CC.1.2.11-12.F**
CCSS.ELA-Literacy.RI.11-12.5	• 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. **CC.1.2.11-12.E**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.D**
CCSS.ELA-Literacy.RI.11-12.7	• 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. **CC.1.2.11-12.G**
CCSS.ELA-Literacy.RI.11-12.8	• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). **CC.1.2.11-12.H**
CCSS.ELA-Literacy.RI.11-12.9	• Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **CC.1.2.11-12.H**

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 15 days

UNIT # 5: Analyzing Persuasion   **GRADE:** 11

CCSS.ELA-Literacy.RI.11-12.10	• By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.11-12.L**
CCSS.ELA-Literacy.W.11-12.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.11-12.S**
CCSS.ELA-Literacy.W.11-12.9a	• Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **CC.1.4.11-12.S**
CCSS.ELA-Literacy.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. **CC.1.511-12.C**
CCSS.ELA-Literacy.W.11-12.9b	• Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). **CC.1.4.11-12.S**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.W**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.11-12.G**

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 15 days

UNIT # 5: Analyzing Persuasion   **GRADE:** 11

UNDERSTANDINGS
People use various methods of persuasion to achieve specific purposes for identified audiences. Persuasion shapes an individual's perception of the world and self. Understanding how to navigate media and culture makes one a more informed citizen.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Web-based exam analyzing various methods of persuasion

KNOW	DO
- Identify and define the various methods of persuasion: ethos, pathos, logos, bias, propaganda, satire and parody. - Distinguish between fact and opinion. - Distinguish between subjective and objective language. - Identify texts beyond traditional print texts.	- Analyze methods of persuasion in a variety of text forms including, but not limited to, historical documents, speeches, advertisements, and websites. - Interpret how visual elements affect an author's message. - Determine author's purpose and intended audience. - Evaluate and articulate the effectiveness of the author's argument and persuasive techniques.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 20 days

UNIT # 6: Persuasive Research

GRADE: 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.RI.11-12.1	• 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. **CC.1.2.11-12.B**
CCSS.ELA-Literacy.RI.11-12.2	• 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. **CC.1.2.11-12.A**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.C**
CCSS.ELA-Literacy.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). **CC.1.2.11-12.F**
CCSS.ELA-Literacy.RI.11-12.5	• 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. **CC.1.2.11-12.E**
CCSS.ELA-Literacy.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. **CC.1.2.11-12.D**
CCSS.ELA-Literacy.W.11-12.1	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CC.1.4.11-12.G**
CCSS.ELA-Literacy.W.11-12.1a	• 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. **CC.1.4.11-12.J**
CCSS.ELA-Literacy.W.11-12.1b	• 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. **CC.1.4.11-12.I**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 20 days

UNIT # 6: Persuasive Research

GRADE: 11

CCSS.ELA-Literacy.W.11-12.1c	• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **CC.1.4.11-12.K**
CCSS.ELA-Literacy.W.11-12.1d	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.11-12.K CC.1.4.11-12.L**
CCSS.ELA-Literacy.W.11-12.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.11-12.J**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.A**
CCSS.ELA-Literacy.W.11-12.2a	• 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. **CC.1.4.11-12.C**
CCSS.ELA-Literacy.W.11-12.2b	• 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. **CC.1.4.11-12.C**
CCSS.ELA-Literacy.W.11-12.2c	• 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. **CC.1.4.11-12.D**
CCSS.ELA-Literacy.W.11-12.2d	• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **CC.1.4.11-12.E**
CCSS.ELA-Literacy.W.11-12.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.11-12.E**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 6: Persuasive Research

TIME FRAME: 20 days

GRADE: 11

CCSS.ELA-Literacy.W.11-12.2f	• 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). **CC.1.4.11-12.D**
CCSS.ELA-Literacy.W.11-12.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.11-12.B, CC.1.4.11-12.H**
CCSS.ELA-Literacy.W.11-12.5	• 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. **CC.1.4.11-12.T**
CCSS.ELA-Literacy.W.11-12.6	• 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. **CC.1.4.11-12.U**
CCSS.ELA-Literacy.W.11-12.7	• 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. **CC.1.4.11-12.V**
CCSS.ELA-Literacy.W.11-12.8	• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CC.1.4.11-12.W**
CCSS.ELA-Literacy.W.11-12.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.11-12.S**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.X**
CCSS.ELA-Literacy.SL.11-12.4	• 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. **CC.1.5.11-12.D**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 6: Persuasive Research

TIME FRAME: 20 days

GRADE: 11

CCSS.ELA-Literacy.SL.11-12.5	• 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. **CC.1.5.11-12.F**
CCSS.ELA-Literacy.SL.11-12.6	• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • **CC.1.5.11-12.E**
CCSS.ELA-Literacy.SL.11-12.2	• 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. **CC.1.5.11-12.B**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.F** **CC.1.4.11-12.L** **CC.1.5.11-12.G**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 20 days

UNIT # 6: Persuasive Research

GRADE: 11

UNDERSTANDINGS
Research allows an individual to be more informed about a given topic and to develop a logical argument appropriate to a specified audience.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Create a document exploring all sides of an issue and offering an opinion based on the research. **Students are required to present in one of the following units: Novel, Research, Poetry, or Drama.**

KNOW	DO
- Identify facts, opinions, and bias in pieces of writing. - Define currency, accuracy, authority, objectivity, and coverage as means to differentiate between reliable and unreliable sources. - Define and describe how to paraphrase, use direct quotations, summarize, and annotate. - Distinguish between methods of citation for different applications.	- Annotate sources as a mean to paraphrase, directly quote, and summarize them to avoid plagiarism. - Use language to effectively convey a message and appropriately persuade an audience. - Follow the logical steps of a research process. - Select a topic and narrow the scope of the research to a manageable focus area. - Locate and select reliable sources. - Evaluate sources in an annotated bibliography. - Develop a clear, concise position statement. - Create an outline, demonstrating organization of information. - Incorporate <u>appropriately cited</u> research to support position. - Use peer review and self-editing to polish the document.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

UNIT # 7: American Poetry

TIME FRAME: 20 days

GRADE: 11

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.11-12.10	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.11-12.K**
CCSS.ELA-Literacy.RL.11-12.1	• 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. **CC.1.3.11-12.B**
CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.) **CC.1.2.11-12.F CC.1.3.11-12.F**
CCSS.ELA-Literacy.RL.11-12.7	• 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.) **CC.1.3.11-12.G**
CCSS.ELA-Literacy.RI.11-12.1	• 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. **CC.1.2.11-12.B**
CCSS.ELA-Literacy.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. **CC.1.4.11-12.X**
CCSS.ELA-Literacy.W.11-12.5	• 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. **CC.1.4.11-12.T**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.F CC.1.4.11-12.L**
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.11-12.R**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 20 days

UNIT # 7: American Poetry

GRADE: 11

CCSS.ELA-Literacy.L.11-12.3	• 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. **CC.1.3.11-12.J**
CCSS.ELA-Literacy.L.11-12.4a	• 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. **CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.4d	• 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) **CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.11-12.F**
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **CC.1.3.11-12.F** •
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. **CC.1.3.11-12.F** •
CCSS.ELA-Literacy.SL.11-12.4	• 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. **CC.1.5.11-12.D**
CCSS.ELA-Literacy.SL.11-12.5	• 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. **CC.1.5.11-12.F**
CCSS.ELA-Literacy.SL.11-12.6	• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • **CC.1.5.11-12.E**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 20days

UNIT # 7: American Poetry

GRADE: 11

UNDERSTANDINGS
American poetry reflects and is a product of the time period in which it was written. Analyzing and interpreting poetry is largely an individual process.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Create multiple projects focusing on interpretation, emulation, and analysis. **Students are required to present in one of the following units: Novel, Research, Poetry, or Drama.**

KNOW

- Define:
  - Empathy – The capacity to recognize feelings that are being experienced by another
  - Paraphrase - A restatement of the meaning of a text or passage using other words
  - Connotation - A commonly understood subjective cultural or emotional association that some word or phrase carries

- Understand that a relationship exists between a poet and his work; the poet:
  - Explores subjects of which the poet has personal experience
  - Communicates ideas in a literal and figurative sense
  - Enhances readers' understanding of universal themes and ideas

- Identify and describe conventions of poetry:
  - Universal theme
  - Genre
  - Poetic devices
  - Visual rhetoric

KNOW (cont.)

- Recognize key American poets including, but not limited to:
  - Bradstreet, Whitman, Dickinson, Hughes, Plath, Angelou, Collins

DO

- Analyze poems using title, paraphrase, connotation, attitude, shifts, title, and theme.
- Research various poets.
- Identify and analyze multiple or layered meanings within a poem through a careful study of its language, figurative devices, and structure.
- Determine the meaning of words in the text through context and tone.
- Emulate various poets' styles to demonstrate a deeper understanding of the conventions a poet uses.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 8: American Drama

GRADE: 11

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.11-12.10	• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.11-12.K**
CCSS.ELA-Literacy.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). **CC.1.3.11-12.C**
CCSS.ELA-Literacy.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. (Include Shakespeare as well as other authors.) **CC.1.3.11-12.F**
CCSS.ELA-Literacy.RL.11-12.5	• Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **CC.1.3.11-12.E**
CCSS.ELA-Literacy.RL.11-12.7	• 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.) **CC.1.3.11-12.G**
CCSS.ELA-Literacy.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 **CC.1.4.11-12.X**
CCSS.ELA-Literacy.SL.11-12.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11-12.A**
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.F** **CC.1.4.11-12.L**
CCSS.ELA-Literacy.SL.11-12.4	• 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. **CC.1.5.11-12.D**
CCSS.ELA-Literacy.SL.11-12.5	• 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. **CC.1.5.11-12.F**
CCSS.ELA-Literacy.SL.11-12.6	• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • **CC.1.5.11-12.E**

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 15 days

UNIT # 8: American Drama   **GRADE:** 11

UNDERSTANDINGS

American drama reflects and is a product of the time period in which it was written. In order to fully comprehend drama, a reader must have knowledge of the historical, social, cultural and political context, as well as script notation and conventions.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a project that demonstrates student interpretation of American literary themes as they pertain to a play.

Students are required to present in one of the following units: Novel, Research, Poetry, or Drama.

KNOW	DO

• Identify characteristics of modern American drama:
   o Focuses frequently on social issues and the lives of ordinary people
   o Provides in-depth exploration of the inner lives of characters
• Identify the historical, social, political, cultural contexts of a drama/play.
• Define drama as a composition in prose or verse that is intended to be performed on a stage.
• Explain how the strategies required to read a play differ from those required to read a novel.
	• Analyze how characteristics of modern American drama function within a specific play.
	• Read aloud character roles with attention to stage directions, characterization, and context.
	• Write a brief monologue from a character's perspective.
	• Analyze the impact of the author's choices regarding how to develop and relate elements of a drama.
	• Compare text and film versions of selected scenes from a drama.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 9: Vocabulary

GRADE: 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.11-12.K CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.4a	• 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. **CC.1.2.11-12.K CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.4b	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **CC.1.2.11-12.K CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.4c	• 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. **CC.1.2.11-12.K CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.4d	• 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). **CC.1.2.11-12.K CC.1.3.11-12.I**
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.11-12.F**
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **CC.1.3.11-12.F**
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. **CC.1.3.11-12.J**
CCSS.ELA-Literacy.L.11-12.6	• 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. **CC.1.2.11-12.J CC.1.3.11-12.J**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 15 days

UNIT # 9: Vocabulary

GRADE: 11

UNDERSTANDINGS

Vocabulary knowledge is fundamental for learning and effective communication. Exposure to a wide variety of texts enriches and expands one's spoken and written vocabulary.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Tests and quizzes

KNOW	DO
- Define synonym, antonym, context clues, verb tense, connotation, and denotation. - Distinguish between common homonyms. - Explain how prefixes and suffixes impact root word meaning. - Describe how context clues can be used to determine meaning. - Explain how an author's usage of a word determines meaning. - Identify related words.(same words different parts of speech)	- Read, view, and listen to a variety of texts to acquire new vocabulary. - Use suffixes, prefixes, and roots to decode meaning of a word. - Use context clues to determine the meaning of unfamiliar vocabulary. - Consult print and digital reference materials to find the pronunciation of a word or determine or clarify its meaning or its part of speech. - Analyze the connotations of words with similar definitions.

KNOW, UNDERSTAND, DO

COURSE: English III Option I   **TIME FRAME:** 25 days

UNIT # 10: Grammar   **GRADE:** 11

STANDARDS:

Common Core Standards

CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.11-12.F CC.1.4.11-12.R CC.1.4.11-12.L CC.1.5.11-12.G**
CCSS.ELA-Literacy.L.11-12.1a	• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1b	• 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. **CC.1.4.11-12.F CC.1.4.11-12.R CC.1.4.11-12.L**
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.11-12.F CC.1.4.11-12.R CC.1.4.11-12.L**
CCSS.ELA-Literacy.L.11-12.2a	• Observe hyphenation conventions. **CC.1.4.11-12.F CC.1.4.11-12.R CC.1.4.11-12.L**
CCSS.ELA-Literacy.L.11-12.2b	• Spell correctly. **CC.1.4.11-12.F CC.1.4.11-12.R CC.1.4.11-12.L**

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 25 days

UNIT # 10: Grammar

GRADE: 11

UNDERSTANDINGS

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Skills will be assessed within the context of unit assignments.

KNOW	DO
- Identify semi-colons and colons and their function in integrating different types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent and dependent) into writing. - Identify parallel structure. - Recognize the conventions of standard written English (capitalization, punctuation, and spelling). - Identify fragmented and run-on sentences. - Distinguish among different types of sentences. - Recognize the impact of different types of verbs on both content and structure in writing. - Recognize that subjects and verbs must agree with one another. - Identify the function of a pronoun in the proper case (nominative, possessive, objective). - Recognize that pronouns and antecedents must agree.	- Integrate correct punctuation to write phrases and clauses that effectively communicate with the reader. - Integrate parallel structure to strengthen a message and its effect. - Analyze effectiveness of phrases and clauses within different types of writing. - Use knowledge of sentence patterns (S-V, S-V-DO, S-V-IO-DO, S-LV-PA, S-LV-PN) to analyze own writing and write clear, varied, and correctly-punctuated sentences. - Use different kinds of sentences (simple, complex, compound). - Use different kinds of verbs (actions, linking) to enhance writing. - Maintain appropriate and consistent verb tense throughout a piece of writing. - Integrate different pronoun cases in writing. - Use correct pronouns to agree with antecedents. - Correct misplaced modifiers. - Apply active and passive voice appropriately when writing.

KNOW, UNDERSTAND, DO

COURSE: English III Option I

TIME FRAME: 25 days

UNIT # 10: Grammar

GRADE: 11

KNOW (cont.)	DO
- Identify different types of phrases (verbals, prepositional, appositives). - Identify misplaced modifiers. - Distinguish consciously between active and passive voice. - Understand the literary present tense. - Recognize that usage is a matter of convention, and conventions change over time and are sometimes contested.	- Analyze the use of active and passive voice in texts. - Correctly use and punctuate with MLA formatting in writing (headings, pagination, quotations and citations, works cited). - Integrate the literary present tense when writing about literature. - Edit and revise writing.

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

| I= Instruct   B= Build   S= Strengthen   M= Maintain | | | | | | | |

Parts of Speech	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	I	B	S	M	M	M	M
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		I	B	S	M	M	M
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			I	B	S	M	M
Form and use verbs in active and passive voice.			I	B	S	M	M
Sentence Building	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	S	M	M	M	M	M	M
Identify the subject and predicate of a sentence.	I	B	S	M	M	M	M
Identify and correct fragments in writing. (unless they are used for effect)	I	B	S	M	M	M	M
Identify and correct run-on sentences in writing.	I	B	S	M	M	M	M
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	I	I	B	S	S	M	M
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		I	B	S	M	M	M
Explain the functions of participles, infinitives, and gerunds.			I	B	S	M	M
Use phrases (verbals, appositives, prepositional) to write effectively.			I	B	S	M	M
Define and identify dependent and independent clauses.		I	B	S	M	M	M
Identify simple, compound, and complex sentences in texts and use them in writing.		I	B	S	M	M	M
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	I	B	S	M	M	M	M

I= Instruct **B= Build** **S= Strengthen** **M= Maintain**							
Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Mechanics (continued)	6	7	8	9	10	11	12
Capitalization							
Capitalize the first word in a sentence.	S	M	M	M	M	M	M
Capitalize proper nouns.	S	M	M	M	M	M	M
Capitalize "Mom, Dad…" when used as proper nouns.	I	B	S	M	M	M	M
Capitalize words in titles correctly.	I	B	S	M	M	M	M
Consult references to correct capitalization.	I	B	S	M	M	M	M
Punctuation	6	7	8	9	10	11	12
Use correct end of sentence punctuation.	S	M	M	M	M	M	M
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M
Use commas to separate items in a series.	S	M	M	M	M	M	M
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M
Use commas to separate coordinate adjectives.		I	B	S	M	M	M
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	M
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M
Use colons to introduce a list or a quotation.				I	B	S	M
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M
Use an ellipsis to indicate an omission.			I	B	S	M	M
Observe hyphenation conventions.					I	S	M
Consult references to correct punctuation.	I	B	S	M	M	M	M
Formatting							
Indent or double space paragraphs.	S	S	M	M	M	M	M
Use MLA formatting for header, font and font size, margins, spacing, pagination,		I	B	S	S	M	M

citations, and works cited.							

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Style/Rhetoric	6	7	8	9	10	11	12
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M	M
Maintain consistency in style and tone.	I	B	S	M	M	M	M
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			I	B	S	M	M
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			I	B	S	M	M

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

1) Objective tests/quizzes
2) Essay tests
3) Take-home / in-class essays
4) Research papers
5) Oral presentations:
   - Reports
   - Panel discussions
   - Simulations/Debates
6) Posters/Pictures
7) Homework
8) Class discussion
9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)