

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**ENGLISH III Option II**

**GRADE 11**

Date of Board Approval: August 21, 2014

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b> English III	<b>SUBJECT:</b> English	<b>GRADE LEVEL:</b> 11
<b>COURSE LENGTH:</b> One year	<b>DURATION:</b> 50 minutes	<b>FREQUENCY:</b> Daily
<b>PREREQUISITES:</b> English II	<b>CREDIT:</b> 1.0	<b>LEVEL:</b> Option II

### Course Description/Objectives:

English III-Option II is a full-year American literature course designed for those students who are planning to attend a four-year college after graduation. Students study short stories, essays, poetry, nonfiction, novels, and plays from the various periods in American literature and make connections between their lives and American literature. In addition, students also develop an appreciation of the varied components of their American heritage by examining recurring themes within works written by many American authors. Writing skills and oral communication are an integral part of this course. An emphasis is placed on persuasive, narrative, descriptive, explanatory, and research writing.

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

### Additional Texts:

*The Crucible*  
*Death of a Salesman*  
*Fahrenheit 451*  
*The Great Gatsby*  
*In Cold Blood*  
*Incidents in the Life of a Slave Girl*

*Narrative of the Life of Frederick Douglass*  
*Our Town*  
*The Scarlet Letter*  
*The Color of Water*  
*Of Mice and Men*

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

## COURSE TIME LINE

### **Unit 1: Native American Voices (Essential)**

- *Cultural Influences on Literature*
- *Archetypes and Narrative Structure*
- *Oral Traditions*
- *Characteristics of Good Storytelling*

1-2 weeks

### **Unit 2: Voyages and Visions (Essential)**

- *Characteristics of Early American Literature*
- *Types of Narratives – Travel, Slave, Tales of Life in Early America, Captivity*
- *Historical Influences on Literature*
- *Structure, Style, and Plain Style*

1-2 weeks

### **Unit 3: Forging a New Nation (Essential)**

- *Rhetorical Strategies*
- *Persuasive Techniques (Ethos, Logos, Pathos)*
- *Ideological Influences on Literature*

1-2 weeks

### **Unit 4: Imagination and the Individual (Essential)**

- *Characteristics of Romanticism, Transcendentalism, and Gothic Fiction*
- *Elements of a Literary Analysis*
- *Relationship Between Romanticism and Previous Literary Time Periods*

4 weeks

### **Unit 5: Whitman and Dickinson (Important)**

- *Key Elements of Poets' Writing*
- *Poetic Structure – Free Verse, Slant Rhyme*
- *Poetic Literary Analysis*

1-2 weeks

**Unit 6: The Civil War and Its Aftermath (Essential)**

- *Characteristics of Slave Narratives*
- *Influences on American Realism*
- *Analysis of Primary and Secondary Sources*

1-2 weeks

**Unit 7: Regionalism and Local Color (Essential)**

- *Characteristics of Realism, Regionalism, and Naturalism*
- *Personal Reflective Essay*

3 weeks

**Unit 8: Symbolism and Imagism (Essential)**

- *Characteristics of Symbolism and Imagism*
- *Relationship Between Symbolism and Imagism and Previous Literary Time Periods*

1-2 weeks

**Unit 9: Modernism and Harlem Renaissance (Essential)**

- *Characteristics of Modernism and Harlem Renaissance*
- *Historical Influences on Literature*
- *Cultural Identity Represented In Literature*
- *Elements of Literary Analysis*

4 weeks

**Unit 10: Writing Persuasive Research (Essential)**

- *Steps of the Formal Research Process*
- *Determination of Credible of Sources*
- *MLA Documentation and Citation Guidelines*
- *Creation of a Publishable Work*

4 weeks

**Unit 11: Contemporary Literature (Compact)**

- *Characteristics of Contemporary Literature*

2 weeks

- *Historical Influences on Literature*
- *Cultural Identity Represented In Literature*
- *Elements of Literary Analysis*

**Unit 12: American Poetry (Compact)**

2 weeks

- *Analysis of Poetic Devices and Themes*
- *Characteristics of Personal Poetry*
- *Technological Presentations*

**Unit 13: Contemporary Drama (Compact)**

2 weeks

- *Characteristics of Contemporary Drama*
- *Dramatic Conventions*
- *Scene Development and Presentation*

**TOTAL:** 34 weeks

# KNOW, UNDERSTAND, DO

COURSE: English III Option II

TIME FRAME: 1-2 weeks

UNIT # 1: Native American Voices

GRADE: 11

## STANDARDS:

### Common Core Standards:

### PA Common Core Standards are noted in boldface.

- 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.11-12.5 • 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**
- 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.11-12.3b • 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.11-12.9 • 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.

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 1:** Native American Voices

**GRADE:** 11

CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K , CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
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. <b>CC.1.2.11-12.J CC.1.3.11-12.</b>
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. <b>CC.1.5.11-12.E</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 1:** Native American Voices

**GRADE:** 11

## UNDERSTANDINGS

Native Americans created a rich oral tradition that includes myths, epics, songs, and chants, which often teach moral lessons and focus on the natural world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write and present a narrative to share orally that demonstrates effective storytelling techniques and reflects cultural influences.

### KNOW

- Define oral tradition, memoir, and evocative language.
- Describe an archetype as a very old imaginative pattern that appears in literature across cultures and is repeated through the ages.
- Define a creation or origin myth as a myth describing how a people came to be.
- Identify elements of good storytelling including body language, articulation, enunciation, inflection, and pacing.
- Identify characteristics of Native American Oral Traditions:
  - Provide explanations about the world and its origins
  - Teach moral lessons and convey practical information
  - Reflect the belief that the natural world includes both human beings and animals
  - Respect speech as a powerful literary form

### DO

- Analyze how Native American oral traditions function within a text.
- Analyze characteristics of good storytelling.
- Use body language, articulation, enunciation, inflection, and pacing appropriately to present an engaging story effectively.
- Read a text to determine what it says about the culture surrounding writer and the time period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 1-2 weeks

UNIT # 2: Voyages and Visions

GRADE: 11

## STANDARDS:

### 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.1.3.11-12.F**

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.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.11-12.4

- 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.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.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.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 1-2 weeks

UNIT # 2: Voyages and Visions

GRADE: 11

CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.3a	• Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.11-12.J</b>
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. <b>CC.1.2.11-12.J CC.1.3.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 2:** Voyages and Visions

**GRADE:** 11

## UNDERSTANDINGS

Early American literature conveyed the religious beliefs and cultural climate of a new world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit test

### KNOW

Define:

- Sermon
- Perspective
- Plain style – A style of writing favored by Puritan writers that stresses simplicity and clarity of expression
- Inverted sentences/inversion - The reversal of the normal word order in a sentence or phrase
- Narrative – The form of discourse which tells about a series of events  
Often, this is often used interchangeably with “story.”
- Separatists – A term for individuals who decided to leave the Church of England
- Predestination – The belief that God predetermines the fate of individuals

Describe influences on the American Narrative Tradition including:

- Writings of explorers who recorded early expeditions to the Americas (travel narrative)
- Settlers’ accounts of life in a new land (tales of life in the New World)
- Writings that conveyed the religious beliefs of the time
- Captivity narratives and other tales about colonial interactions with Native Americans (captivity narratives)  
Autobiographical writings by African slaves that helped the antislavery cause (slave narratives)

### DO

- Identify the characteristics of various types of early American literature and analyze how they function within the text.
- Read and annotate historical documents to understand what they reveal about the time period.
- Analyze the impact of specific word choices on meaning and tone in early American historical documents.
- Determine how the ideologies of the time period impact the writing of the time period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 3:** Forging a New Nation (Rise of Rationalism)

**GRADE:** 11

## STANDARDS:

### 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.11-12.5

- 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.11-12.6

- 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). **CC.1.3.11-12.D**

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.11-12.9

- 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.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.C**

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**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 3:** Forging a New Nation (Rise of Rationalism)

**GRADE:** 11

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. <b>CC.1.2.11-12.I</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 <b>CC.1.4.11-12.X</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. <b>CC.1.5.11-12.A</b>
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., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.3a	• Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.11-12.J</b>
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. <b>CC.1.2.11-12.J CC.1.3.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 3:** Forging a New Nation (Rise of Rationalism)

**GRADE:** 11

## UNDERSTANDINGS

Writing during the Age of Reason focused on persuasive techniques and political issues. The writers of this period embraced rationalism, a philosophy that stressed the power of reason to discover the truth.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit test

### KNOW

- Define:
  - Logos – An appeal to logic
  - Ethos – An appeal to emotion
  - Pathos – An appeal that supports one’s character, credibility, moral fortitude or reputation
  - Parallelism/parallel structure – The repetition of words or phrases that have similar grammatical structures
  - Aphorism- A brief, cleverly worded statement that makes a wise observation about life
  - Anecdote – A very brief story, told to illustrate a point or serve as an example of something
  - Deism – An eighteenth-century philosophy based on rationalism whose followers believed that God created the world and its natural laws, but takes no other part in it
  - Rationalism – The belief that human beings can arrive at truth by using reason, rather than by relying on the authority of the past, on religious faith, or on intuition
  - Rhetoric
  - Audience
  - Purpose

### KNOW (cont.)

- Identify influences on Early American Political Writing:
  - Ideas and principles from Europe’s Age of Reason, particularly the ideals of rationalism
  - Emergence of deism and its influence on America’s leaders and writers
  - Conflict between British rule and American Colonists seeking independence
  - Spread of self-published political writing

### DO

- Explain how audience and purpose affect the rhetorical strategies an author chooses to use in a persuasive piece.
- Explain how an author uses ethos, logos, and pathos to effectively appeal to an audience.
- Identify the characteristics of rationalism in literature and analyze how they function within the text.
- Determine how the ideologies of the time period impact the writing of the time period.
- Identify and analyze rhetorical devices and how writers and speakers use them to create certain effects.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 4: Imagination and the Individual (Romanticism)

GRADE: 11

## STANDARDS:

### 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.11-12.6

- 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). **CC.1.3.11-12.D**

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.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.11-12.6

- 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.11-12.1.d

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.11-12.K CC.1.4.11-12.L**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 4 weeks

**UNIT # 4:** Imagination and the Individual (Romanticism)

**GRADE:** 11

CCSS.ELA-Literacy.W.11-12.1.e	• Provide a concluding statement or section that follows from and supports the argument presented. <b>CC.1.4.11-12.K</b>
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. <b>CC.1.4.11-12.D</b>
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. <b>CC.1.4.11-12.B CC.1.4.11-12.H</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. <b>CC.1.4.11-12.T</b>
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. <b>CC.1.5.11-12.A</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. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F CC.1.4.11-12.L</b>
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., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.2b	• Spell correctly. <b>CC.1.4.11-12.J</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.3a	• Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 4 weeks

**UNIT # 4:** Imagination and the Individual (Romanticism)

**GRADE:** 11

CCSS.ELA-  
Literacy.L.11-12.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.1.3.11-12.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

**TIME FRAME:** 4 weeks

**UNIT # 4:** Imagination and the Individual (Romanticism)

**GRADE:** 11

## UNDERSTANDINGS

Romanticism was a reaction against Rationalism. Romanticism reflected the optimism of American society at the time, helped forge an American identity, and still shapes our national identity today.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Literary Analysis Paper

### KNOW

- Describe characteristics of American Romanticism:
  - Affirmation of feeling and intuition over reason
  - Faith in imagination, inner experience, and youthful innocence, rather than educated sophistication
  - Belief in the unspoiled natural world, as opposed to the artificiality of civilization
  - Regard for individual freedom and the worth of the individual
- Describe characteristics of Transcendentalism:
  - A belief that God is present in every aspect of nature, including every human being
  - The conviction that everyone is capable of apprehending God through the use of intuition
  - The belief that all of nature is symbolic of the spirit
  - An optimistic view of the world as good and evil as nonexistent
- Describe characteristics of Gothic Fiction:
  - Use of haunting, eerie settings and strange, chilling events
  - Romantic interest in intuition, imagination, and hidden truths
  - Reaction against the optimism of the Transcendentalists
  - Exploration of evil and the irrational depths of the human mind

### DO

- Identify Romantic, Gothic, and Transcendental elements and analyze how they function within the text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in a literary analysis paper.
- Determine one or more characteristics of Romanticism within a text and analyze how they develop throughout the text in a literary analysis paper.
- Connect ideologies of the time period to themes within the literature of the period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 5: Whitman and Dickinson – American Masters

GRADE: 11

## STANDARDS:

### 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.1.3.11-12.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.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.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**

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.11-12.4

- 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.11-12.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.1.3.11-12.F**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 4 weeks

**UNIT # 5:** Whitman and Dickinson – American Masters

**GRADE:** 11

CCSS.ELA-  
Literacy.L.11-12.5a

CCSS.ELA-  
Literacy.L.11-12.5b

CCSS.ELA-  
Literacy.L.11-12.6

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **CC.1.3.11-12.F**
- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.11-12.J**
- 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

**TIME FRAME:** 4 weeks

**UNIT # 5:** Whitman and Dickinson – American Masters

**GRADE:** 11

## UNDERSTANDINGS

Whitman and Dickinson have served as models for later poets who have been drawn to the visions these two poets fulfilled and the techniques they mastered.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

In-class poetry exam.

### KNOW

- Define:
  - Free verse – poetry without regular rhyming and metrical patterns
  - Slant rhyme – a rhyming sound that is not exact
- Identify influences on American Poetic Styles:
  - The emergence of free verse, with its open forms and rhythms
  - America’s expanding diversity and celebration of democracy
  - The tight, meditative rhythms of hymns
  - An emphasis on individuality and self-discovery
- Describe key elements of Whitman’s writing:
  - Free-verse form and flowing lines create rolling rhythms and cadence.
  - Strong, direct, everyday language echoes the voices of common people.
  - Focus on the diversity of the nation’s people and places reflect America’s emerging identity.
  - Celebrations of self and nature support themes that explore the connectedness of all things.
- Describe key elements of Dickinson’s writing:
  - Strong images and metaphors enliven her work.
  - Explorations of abstract concepts, such as truth and the soul, reveal profound insights.
  - Personified concepts, like death and nature, add personality to the work.
  - Unusual points of view provide a unique voice.
  - Reflections on tiny details reveal great life in the smallest of things.
  - Unconventional use of rhyme and punctuation creates subtle effects.

### DO

- Discuss the pattern, themes, and elements that contribute to these poets’ characteristic styles.
- Determine how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.
- Analyze how Dickinson and Whitman’s choices concerning how to structure specific parts of their poems contribute to their overall structure and meaning as well as its aesthetic impact.

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 4 weeks

**UNIT # 6:** The Civil War Era and its Aftermath

**GRADE:** 11

## STANDARDS:

### 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.1.2.11-12.B CC.1.3.11-12.B**

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.

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.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**

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.11-12.4

- 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.11-12.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.1.3.11-12.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

**TIME FRAME:** 4 weeks

**UNIT # 6:** The Civil War Era and its Aftermath

**GRADE:** 11

## UNDERSTANDINGS

The Civil War and its resolution brought about numerous accounts of slave expression through spirituals, journals, and diaries. Authors disillusioned by the war's devastation, turned away from Romanticism on the path to Realism.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit Test

### KNOW

- Describe characteristics of slave narratives:
  - Firsthand accounts written or recounted by slaves
  - Tales of harrowing journeys from enslavement in the South to freedom in the North
  - Detailed records the mental as well as physical oppression of the narrator
- Identify influences on American Realism:
  - Development of realism as a literary form in Europe, with a fundamental emphasis on ordinary characters in real-life situations
  - Disillusionment created by the brutality of the Civil War and the harshness of frontier life
  - Reactions to the social ills created by rapid industrialization and the growth of cities
- Distinguish between primary and secondary sources.

### DO

- Identify characteristics of Civil War and post-Civil War literature and analyze how they function within the text.
- Write a short informal analysis explaining how an author's choices concerning the structure of the text contribute to its overall meaning.
- Connect ideologies of the time period to themes within the literature of the period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 3 weeks

UNIT # 7: Regionalism and Local Color

GRADE: 11

## STANDARDS:

### 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.11-12.3

- 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.

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.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.11-12.4

- 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.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.11-12.3

- 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**

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**

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 3 weeks

UNIT # 7: Regionalism and Local Color

GRADE: 11

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. <b>CC.1.4.11-12.O</b>
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. <b>CC.1.4.11-12.P</b>
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. <b>CC.1.4.11-12.B</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. <b>CC.1.4.11-12.T</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. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.4.11-12.L</b>
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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b>
CCSS.ELA-Literacy.L.11-12.2b	• Spell correctly. <b>CC.1.4.11-12.R</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K</b> <b>CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 3 weeks

**UNIT # 7:** Regionalism and Local Color

**GRADE:** 11

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

**TIME FRAME:** 3 weeks

**UNIT # 7:** Regionalism and Local Color

**GRADE:** 11

## UNDERSTANDINGS

American realist writers sought to depict ordinary life and people accurately. Some writers reflected the insight of modern psychology when portraying human behavior.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Personal Reflective Essay (“This I Believe”)

### KNOW

- Define:
  - Idiom – An expression particular to a certain language that means something different from the literal definitions of its parts
  - Vernacular – The language spoken by the people who live in a particular locality
  - Dialect – A way of speaking that is characteristic of a certain social group or of the inhabitants of a certain geographical area
  - Local color – What writers use to paint local scenes
  - Tall-tale – An outrageously exaggerated humorous story that is obviously unbelievable.
  - Trickster – A cunning or deceptive character appearing in various forms in the folklore of many cultures
- Describe characteristics of Realism:
  - Realism reacts against Romanticism’s idealized heroes and sensational situations.
  - Realism aims at an accurate and unsentimental depiction of social issues and problems.
- Describe characteristics of Regionalism:
  - Desire to record, celebrate, and mythologize the vast diversity of the United States’ different geographical regions

### KNOW (cont.)

- Strict attention to recording accurately the speech, mannerisms, behavior, and beliefs of people in specific locales
- Local-color writing that “paints” the local scenes and tends toward the humorous or the sentimental.
- Describe characteristics of Naturalism:
  - Naturalism seeks to present human behavior objectively, as a scientist would.
  - Naturalism was influenced by Darwinism.

### DO

- Identify characteristics of Realism, Regionalism, and Naturalism within cold-read passages.
- Connect ideologies of the time period to themes within the literature of the period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.
- Write and record a reflective essay that conveys a personal significance.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 1-2 weeks

UNIT # 8: Regionalism and Local Color

GRADE: 11

## STANDARDS:

### 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.1.3.11-12.F**

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.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.11-12.4

- 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.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.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**

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.11-12.4

- 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**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 1-2 weeks

**UNIT # 8:** Regionalism and Local Color

**GRADE:** 11

CCSS.ELA-  
Literacy.L.11-12.5

CCSS.ELA-  
Literacy.L.11-12.5a

CCSS.ELA-  
Literacy.L.11-12.5b

CCSS.ELA-  
Literacy.L.11-12.6

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.1.3.11-12.F**
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **CC.1.3.11-12.F**
- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.11-12.J**
- 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

**TIME FRAME:** 1-2 weeks

**UNIT # 8:** Regionalism and Local Color

**GRADE:** 11

## UNDERSTANDINGS

The poetic and literary movements of Symbolism and Imagism experimented with form and technique.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Creation of an original poem.

### KNOW

- Define:
  - Symbolism – A literary movement that originated in late-nineteenth-century France, in which writers rearranged the world of appearances in order to reveal a more truthful version of reality
  - Imagism – A twentieth century movement in European and American poetry that advocated the creation of hard, clear images, concisely expressed in everyday speech
  - Le mot juste – just the right word (versus the decorative word)
  - Mass culture (versus individualism)
- Identify characteristics of Symbolism and Imagism:
  - American symbolists rebel against the Romantics’ focus on nature as a source of solace in the face of industrialization and mechanization.
  - Imagism brings precision and concreteness to poetry in place of prettiness and decoration.
  - Free verse overrides traditional poetic forms, which have set rhyme schemes meters.

### DO

- Analyze the characteristics of Symbolism and Imagism.
- Connect ideologies of the time period to themes within the literature of the period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 9: Modernism (and Harlem Renaissance)

GRADE: 11

## STANDARDS:

### 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.11-12.3

- 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.11-12.7

- 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.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.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.11-12.4

- 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.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.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.11-12.1c

- 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**

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 9: Modernism (and Harlem Renaissance)

GRADE: 11

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 <b>CC.1.4.11-12.X</b>
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. <b>CC.1.4.11-12.B informative/explanatory OR CC.1.4.11-12.H Argument</b>
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. <b>CC.1.4.11-12.G</b>
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. <b>CC.1.4.11-12.D</b>
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. <b>CC.1.4.11-12.E</b>
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).
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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.L.11-12.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.2	<b>CC.1.4.11-12.L</b>
CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F or CC.1.4.11-12.L</b>
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. <b>CC.1.2.11-12.K</b>
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.2b	• Spell correctly. <b>CC.1.4.11-12.F or CC.1.4.11-12.L</b>
CCSS.ELA-Literacy.L.11-12.3a	• Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 4 weeks

**UNIT # 9:** Modernism (and Harlem Renaissance)

**GRADE:** 11

CCSS.ELA-  
Literacy.L.11-12.5a

CCSS.ELA-  
Literacy.L.11-12.5b

CCSS.ELA-  
Literacy.L.11-12.6

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. **CC.1.3.11-12.F**
- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.11-12.J**
- 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

TIME FRAME: 4 weeks

UNIT # 9: Modernism (and Harlem Renaissance)

GRADE: 11

## UNDERSTANDINGS

Disillusioned with World War I, American writers responded by breaking with literary tradition. They created new approaches for telling stories that proved the complexities and uncertainties of the modern world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a literary analysis paper on *The Great Gatsby* or another modern text.

### KNOW

- Define:
  - Nostalgia - A wistful desire to return in thought or in fact to a former time in one's life, to one's home or homeland, or to one's family and friends; a sentimental yearning for the happiness of a former place or time
  - Hedonism - The doctrine that pleasure or happiness is the highest good
  - Nouveau riche - A person who is newly rich
  - Disillusionment - To free from or deprive of illusion, belief, idealism, etc.; disenchant.
  - Stream-of-consciousness – A style of writing that portrays the inner and often chaotic workings of a character's mind
  - Renaissance - The activity, spirit, or time of the great revival of art, literature, and learning
- Identify characteristics of Modernism:
  - Sense of disillusionment and a loss of faith in the American dream
  - Rejection of sentimentality and artificiality in favor of capturing reality
  - Emphasis on bold experimentation in style and form, reflecting the fragmentation of society
  - Interest in the individual and the inner workings of the human mind

### KNOW (cont.)

- Identify characteristics of the Harlem Renaissance:
  - African American talent in music, writing, and art was introduced to mainstream America.
  - African Americans were recognized and celebrated for their contributions to American culture.

### DO

- Analyze how the main characteristics of Modernism function.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in a literary analysis paper.
- Connect ideologies of the time period to themes within the literature of the period.
- Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.
- Analyze and evaluate multiple adaptations of a text in a literary analysis.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 10: Writing Persuasive Research (Essential)

GRADE: 11

## STANDARDS:

### 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.11-12.5

- 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 CC.1.3.11-12.E**

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.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.11-12.1

- 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**

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.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.11-12.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.11-12.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**

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 10: Writing Persuasive Research (Essential)

GRADE: 11

CCSS.ELA-Literacy.W.11-12.7	<ul style="list-style-type: none"><li>• 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. <b>CC.1.4.11-12.V</b></li></ul>
CCSS.ELA-Literacy.W.11-12.8	<ul style="list-style-type: none"><li>• 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. <b>CC.1.4.11-12.W</b></li></ul>
CCSS.ELA-Literacy.W.11-12.9	<ul style="list-style-type: none"><li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b></li></ul>
CCSS.ELA-Literacy.SL.11-12.1	<ul style="list-style-type: none"><li>• 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. <b>CC.1.5.11-12.A</b></li></ul>
CCSS.ELA-Literacy.L.11-12.1	<ul style="list-style-type: none"><li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li></ul>
CCSS.ELA-Literacy.L.11-12.2	<ul style="list-style-type: none"><li>• <b>CC.1.4.11-12.F</b> <b>CC.1.4.11-12.L</b></li></ul>
CCSS.ELA-Literacy.L.11-12.3	<ul style="list-style-type: none"><li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b></li></ul>
CCSS.ELA-Literacy.L.11-12.4	<ul style="list-style-type: none"><li>• 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. <b>CC.1.2.11-12.F</b> <b>CC.1.3.11-12.F</b> <b>CC.1.3.11-12.J</b></li></ul>
CCSS.ELA-Literacy.L.11-12.5	<ul style="list-style-type: none"><li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K</b> <b>CC.1.3.11-12.I</b></li></ul>
CCSS.ELA-Literacy.L.11-12.6	<ul style="list-style-type: none"><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b></li></ul>
CCSS.ELA-Literacy.L.11-12.7	<ul style="list-style-type: none"><li>• 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. <b>CC.1.2.11-12.J</b> <b>CC.1.3.11-12.J</b></li></ul>
CCSS.ELA-Literacy.RI.11-12.7	<ul style="list-style-type: none"><li>• 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. <b>CC.1.2.11-12.G</b></li></ul>
CCSS.ELA-Literacy.L.11-12.2b	<ul style="list-style-type: none"><li>• Spell correctly. <b>CC.1.4.11-12.R</b></li></ul>

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 4 weeks

UNIT # 10: Writing Persuasive Research (Essential)

GRADE: 11

## UNDERSTANDINGS

A persuasive research paper demonstrates the development of an argument using both a student's voice as well as primary and secondary sources. Reliable cited sources are essential to provide support for a persuasive paper. Good organization is crucial to a good argument. Synthesizing information (summarize, paraphrased, and directly quoted) helps to support and develop a thesis.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a persuasive research paper with attention to audience and purpose.

### KNOW

- Define:
  - Credibility - the quality of being believed or trusted
  - Bias - Partiality or favoritism; influence, especially unfairly
  - Primary source – Documents that provide firsthand testimony or direct evidence concerning the topic
  - Secondary source – Documents that cite, comment on, or build on primary sources
  - Annotated bibliography – A bibliography that gives a summary of each of the entries

### DO

- 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 thesis statement.
- Create an outline, demonstrating organization of information through use of note cards.
- Incorporate appropriately cited research to support the thesis.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 2 weeks

UNIT # 11: Contemporary Literature

GRADE: 11

## STANDARDS:

### 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.11-12.9

- 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.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.11-12.5

- 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.

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.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.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.11-12.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.11-12.10

- 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**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 2 weeks

**UNIT # 11:** Contemporary Literature

**GRADE:** 11

- |                              |  |
|------------------------------|--|
| CCSS.ELA-Literacy.SL.11-12.1 | <ul style="list-style-type: none"><li>• 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. <b>CC.1.5.11-12.A</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.1  | <ul style="list-style-type: none"><li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F / CC.1.4.11-12.L</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.2  | <ul style="list-style-type: none"><li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b></li></ul>   |
| CCSS.ELA-Literacy.L.11-12.2b | <ul style="list-style-type: none"><li>• Spell correctly. <b>CC.1.4.11-12.R</b></li></ul>   |
| CCSS.ELA-Literacy.L.11-12.3  | <ul style="list-style-type: none"><li>• 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. <b>CC.1.3.11-12.F CC.1.3.11-12.J</b></li></ul>   |
| CCSS.ELA-Literacy.L.11-12.4  | <ul style="list-style-type: none"><li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.5  | <ul style="list-style-type: none"><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.5a | <ul style="list-style-type: none"><li>• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.5b | <ul style="list-style-type: none"><li>• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.11-12.J</b></li></ul>  |
| CCSS.ELA-Literacy.L.11-12.6  | <ul style="list-style-type: none"><li>• 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. <b>CC.1.2.11-12.J CC.1.3.11-12.J</b></li></ul> |

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 2 weeks

**UNIT # 11:** Contemporary Literature

**GRADE:** 11

## UNDERSTANDINGS

Modern wars and the rise of technology have changed perceptions of humanity and morality, causing writers to challenge political and social conventions. In an increasingly global world, postmodern literature presents increasingly diverse views and voices.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Keep a personal response journal.

### KNOW

- Define:
  - Postmodernism – A term for the dominant trend in the arts since 1945 characterized by experiments with nontraditional forms and the acceptance of multiple word meanings
- Describe characteristics of contemporary literature:
  - Diversity of voice/cultures
  - Writers experiment with various genres (blending of fiction and nonfiction)
  - Focus turns to the individual (memoir)
    - Personal writing exhibiting reflection and introspection.
    - Interpretive account of events on the part of the author, usually with the understanding that readers will judge or evaluate the interpretation

### DO

- Students will collaborate in small groups to:
  - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story.
  - Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.
  - Connect ideologies of the time period to themes within the literature of the period.
  - Determine and discuss how the literature of this time period, both in terms of content and style, connects to the literature of other time periods.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 2 weeks

UNIT # 12: American Poetry (Compact)

GRADE: 11

## STANDARDS:

### 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.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.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.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**

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.F CC.1.3.11-12.J**

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 2 weeks

**UNIT # 12:** American Poetry (Compact)

**GRADE:** 11

CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.11-12.J</b>
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. <b>CC.1.2.11-12.J CC.1.3.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 2 weeks

**UNIT # 12:** American Poetry (Compact)

**GRADE:** 11

## UNDERSTANDINGS

Poetic devices are choices the poet makes to create meaning and purpose.  
A poet's background may provide insight into his/her poetry.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a presentation that combines rhetoric and visual rhetoric to portray the life and work of one selected author.

### 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
- Describe characteristics of personal poetry:
  - 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

### DO

- Use TP-CASTT (or other poetry analysis strategies) to analyze at least two poems by a chosen author (Note: TP-CASTT = title, paraphrase, connotation, attitude, shifts, title, theme).
- Research the chosen poet.
- Identify and analyze multiple or layered meanings within a poem through a careful study of its language and structure.
- Determine the meaning of words in the text through context and tone.
- Use appropriate technology to present a topic to peers.

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 2 weeks

UNIT # 13: Contemporary American Drama

GRADE: 11

## STANDARDS:

### 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.

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.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.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.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.11-12.6

- 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.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**

# KNOW, UNDERSTAND, DO

COURSE: English III

TIME FRAME: 2 weeks

UNIT # 13: Contemporary American Drama

GRADE: 11

CCSS.ELA-Literacy.L.11-12.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.R</b>
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. <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K / CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.L.11-12.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5a	• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.5b	• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.11-12.J</b>
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. <b>CC.1.2.11-12.J CC.1.3.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English III

**TIME FRAME:** 2 weeks

**UNIT # 13:** Contemporary American Drama

**GRADE:** 11

## UNDERSTANDINGS

Contemporary American playwrights in the Post-World War II era combined realism with more poetic expression to capture the imagination of the individual and the quest for the American Dream.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Select, interpret, and perform a scene from the play that demonstrates an understanding of the characteristics of contemporary American drama and dramatic conventions.

### KNOW

- Identify characteristics of modern American drama:
  - Focuses frequently on social issues and the lives of ordinary people
  - Provides in-depth exploration of the inner lives of characters
  - Shifts gradually from more realistic to more experimental productions by the end of the century

### DO

- Analyze how characteristics of modern American drama function within a specific play.
- Perform a dramatic scene demonstrating understanding of staging, interpretive reading, and the elements of effective oral delivery.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a drama.
- Compare student and film interpretations of selected scenes from drama.

## 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**

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

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

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

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
<b>Mechanics</b> (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	
<b>Punctuation</b>	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	
<b>Formatting</b>								
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.							
<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Style/Rhetoric</b>	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.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Maintain a consistent point of view within a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Maintain consistency in style and tone.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
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).			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>
Vary sentence patterns for meaning, style, and reader interest.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
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.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>

## **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)