

**11th Grade ELA Curriculum Plan**

**Fall Semester**

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English	KEY TERMINOLOGY	ASSESSMENTS	DISTRICT RESOURCES
August 17-19	3	Introduction	N/A	Course introduction.	N/A	N/A	N/A
August 22-26	5	Unit One: Native American Literature and Colonial Influences	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL11-12.6, RL11.12.8, RL.11-12.9, W.11-12.1, W11-12.2, W.11-12.3, W.11-12.4, W.11-12.7, L.11-12.3, L.11-12.4, L.11-12.5, L11-12.7, SL.11-12.1, SL.11-12.2	READING: Students will learn the basics of American literature, with a focus on building rhetorical analysis skills (specifically: ethos, pathos, and logos).	rhetorical analysis, first peoples, ethos, pathos, logos, evidence, heroic cycle, colonialism, parenthetical phrases, criticism	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, argumentative essay.	iPads, paper, pencils.
August 29-Sept 2	5			WRITING: Students focus on including strong and contextualized evidence to their arguments and analysis, along with a focus on parenthetical phrases. S/L: Students must orally and critically evaluate literature in small group settings.			
Sept 6-9	4	Unit One Puritanism - The Crucible	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL11-12.6, RL11.12.8, RL.11-12.9, W.11-12.1, W11-12.2, W.11-12.3, W.11-12.4, W.11-12.7, L.11-12.3, L.11-12.4, L.11-12.5, L11-12.7, SL.11-12.1, SL.11-12.2	READING: Students will read drama to analyze for cultural analysis, with a focus on contextualization of literary period vs. period depicted	drama, allegory, Puritanism, McCarthyism, scapegoating, syntax, appositive phrases, sentence diagramming, tone, mood	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, analytical essay.	iPads, paper, pencils, HMH textbooks
Sept 19-23	5			WRITING: Students focus on the use of narrative and setting to create allegory, along with a focus on syntax and model sentences. S/L: Students must orally and critically evaluate literature in small group settings.			
Sept 26-30	4						
Oct 3-7	5						
Oct 10-14	5	Unit Two Classicism and Basics of Rhetorical Devices	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL11-12.5, RL.11-12.9, RL.11-12.10, W.11-12.1, W11-12.2, W.11-12.3, W.11-12.5, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.3, L.11-12.6, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.6	READING: Students focus on learning the major methods of rhetorical analysis along with specific rhetorical devices so as to analyze Classical-era speeches.	Classicism, rhetorical analysis, SOAPS, DIDSFOP, rhetorical devices, rhetorical triangle, parallelism, refrain, repetition, concession, allusion, anaphora, epistrophe, rhetorical questions, speech structures	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, persuasive speech	iPads, paper, pencils, HMH textbooks
Oct 17-18	2			WRITING: Students must use specific rhetorical devices and prior-learned structures to create rhetorically effective speeches. S/L: Students must orally and critically evaluate literature in large-group Socratic seminars, and must deliver effective speeches before their classmates.			
Oct 24-28	5						
Oct 31-Nov 4	5						
Nov 7-11	5						
Nov 14-17	4	Unit Three Romanticism and Syntax	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL11-12.6, RL11.12.9, RL.11-12.10, W.11-12.1, W11-12.2, W.11-12.3, W.11-12.10, L.11-12.1, L.11-12.3, L.11-12.4, L.11-12.5, L11-12.6, SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6	READING: Students read a variety of Romantic-era texts, focused on continued rhetorical analysis along with point of view and authorial analysis.	Romanticism, figurative language, metonymy, homophony, rhyme scheme, DIDDLS, cliché, idiom, paradox, oxymoron, apostrophe, personification, metaphor, simile, analogy, hyperbole, juxtaposition, litotes, antithesis, synecdoche	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, literary analysis essay.	iPads, paper, pencils, HMH textbooks
Nov 21-22	2			WRITING: Students focus on sentence-level analysis and construction, with an emphasis on varied syntax. S/L: Students must orally and critically evaluate literature in large-group Socratic seminars.			
Nov 28 Dec 2	5						
Dec 5-8	5						
Dec 12-16	5						
Dec 19-21	3						
<b>Total Days Taught</b>	<b>82</b>						

## 11th Grade ELA Curriculum Plan

### Spring Semester

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English	KEY TERMINOLOGY	ASSESSMENTS	DISTRICT RESOURCES
Jan 4-6	3	Intro back; FastBridge + CBMs		N/A			
Jan 9-13	5	Unit 4: Romanticism	RI/RL: 11.1, 11.2, 11.3, 11.4, 11.6; W: 11.1, 11.2, 11.3, 11.9; L: 11.1, 11.3, 11.4, 11.5, 11.6; SL: 11.1, 11.2, 11.3, 11.4	READING: Students will analyze Romantic-era peices of writing for specific figurative and rhetorical language and devices.	figurative language, metonymy, homophony, rhyme scheme, DIDDLS, cliché, idiom, paradox, oxymoron, apostrophe, personification, metaphor, simile, analogy, hyperbole, juxtaposition, litotes, antithesis, synecdoche	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, literary analysis essay.	iPads, paper, pencils, HMH textbooks
Jan 16-20	4			WRITING: Students focus on including strong and contextualized evidence to their arguments and analysis, along with a focus on absolute phrases. S/L: Students must			
Jan 23-27	5						
Jan 30-Feb 3	5	Unit 5: Realism and Satire	RI/RL: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.9, 11.10; W: 11.1, 11.2, 11.9, 11.10; L: 11.1, 11.3, 11.4, 11.5, 11.6; SL: 11.1, 11.3	READING: Students will analyze Realist and satirical pieces, with a focus on tone and irony.	Realism, Naturalism, satire, vernacular, diction, tone, irony (all types), complex, compound, complex-compound, parenthetical phrases, syntax, syntactical analysis	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, satirical articles	iPads, paper, pencils, HMH textbooks
Feb 6-10	5			WRITING: Students focus on including strong and contextualized evidence to their arguments; students focus on creating satirical pieces of their own with a focus on tone and irony. S/L: Students must orally and critically evaluate literature in small group settings.			
Feb 13-17	3						
Feb 20-24	5						
March 6-9	4	Unit 6: Modernism			Modernism, Gilded Age, enjambment, iceberg theory, imagism, Socratic method	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test.	iPads, paper, pencils, HMH textbooks
March 13-17	0	Spring Break					
March 20-24	5	Unit 6: Modernism		READING: Students will analyze Modernist writing for figurative and rhetorical effect.	contextualized literary analysis, synthesis, diction, figurative language, non-fiction structures, primary sources, rhetorical analysis, SOAPs, point of view, Socratic method	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: Socratic Seminars, synthesis essay.	iPads, paper, pencils, HMH textbooks
March 27-31	5	Unit 6.5: Gatsby	RI/RL: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.8, 11.9; W: 11.1, 11.2, 11.3, 11.7, 11.10; L: 11.1, 11.3, 11.4, 11.5, 11.6; SL: 11.1, 11.3, 11.4, 11.6	WRITING: students focus on including strong and contextualized evidence to their arguments; students focus on primary research and synthesis essays. S/L: Students must orally and critically evaluate literature in large group settings.			
April 3-6	4						
April 10-14	4						
April 17-21	5						
May 8-12	5	Unit 7: Post-Modernism	RI/RL: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.8, 11.9; W: 11.1, 11.2, 11.3, 11.7, 11.10; L: 11.1, 11.3, 11.4, 11.5, 11.6; SL: 11.1, 11.3, 11.4, 11.6	READING: Students will analyze post-modern literature for figurative and rhetorical effect.	thematic account, personal narrative, creative non-fiction, Post-Modernism, aesthetics, structural critique, syntactical analysis	Formative: multiple-choice and short response questions; small-group discussions; quizzes. Summative: unit test, personal essay.	iPads, paper, pencils, HMH textbooks
May 15-19	5			WRITING: Students create personal essays and narratives, with a focus on sentence-level composition. S/L: Students must orally and critically evaluate literature in large group settings.			
May 22-24	3						
Total Days Taught	90						