|  |  |  |  |
| --- | --- | --- | --- |
|  | **Grade 11 ELA** | ***Madison High School*** | August 2015 |
|  | **Quarter One: Power of Voice and Belief** | **Assessments** | **Resources** |
| **\*WR1** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.1. Introduce precise, knowledgeable claim(s),establish the significance of the claim(s)distinguish the claim(s)from alternate or opposing claim(s),and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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.e. Provide a concluding statement or section that follows from and supports the argument presented.  | Cold Reading: Thomas Paine “The Crisis, No. 1” p. 132 | **Required/Main Texts:**The Crucible by Arthur Miller p. 1099Why I Wrote The Crucible p. 1095Federalist PapersPatrick Henry: Speech to the Virginia Convention p. 122**Supplemental/Choice Texts:**Text on Red ScareText on McCarthyismScarlet Letter movie and/or text (whole or excerpts)Sinners in the Hands of an Angry God by Edwards p. 106Here Follow Some Verses Upon the Burning of Our House by Bradstreet p. 97Crucible FilmDesert Run p. 1084Farewell to Manzanar (excerpts or novel)My Dog Skip Film |
| **\*WR4** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **\*WR8** | 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.  |
| **\*LT7** | 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.) |  |
| IT1 | 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. |
| IT4 | 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 Federalists No. 10).  |  |
| **\*IT6** | Determine 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.  |
| LT2 | 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.  | Various tests and projects  |  |
|  | **Quarter Two: Ravages of War** | **Assessments** | **Resources** |
| **\*WR2** | Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.1. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on what which precedes it to create a unified whole; include formatting (e.g.,headings), graphics (e.g.,figures,tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulation implications or the significance of the topic).
 | Informative Writing:Modern Day VeteransCold Reads: “Speaking of Courage” by Tim O’Brien p.1196 | **Main/required Texts:**An Occurrence at Owl Creek Bridge p 454Healing War’s Wounds p. 483Gettysburg Address p. 503Red Badge of Courage p. 596 (excerpt)Soldier’s Home p. 844**Supplemental/choice texts**:Civil War Slang p 404A Mystery of Heroism p. 470War is King p. 478A Sight in Camp p. 531Specimen Days p. 534 Because I Count Not Stop For Death p. 561Camouflaging the Chimera p. 598I Understand The Large Hearts of Heroes p. 520The Death of Ball Turret Gunner by Randall Jarrell p. 1038A Noiseless Flash by John Hersey p. 1068Unbroken (novel) Desert Run p. 1084How I Learned to Sweep by Julia Alvarez p.1455 |
| \***WR5** | 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. | various tests and projects |  |
| \***LT1** | Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | Various tests and projects |
| LT4 | Determine the meaning of 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.) | Various tests and projects |
| **\*LT5** | 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.  | Various tests and projects |  |
| **\*IT2** | 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.  | Various tests and projects |
| LA5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.
 | Various tests and projects |  |
|  | **Quarter Three: Civil Disobedience & American Dream and Celebration of U.S.** | **Assessments** | **Resources** |
| **\*IT1** | Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Cold “listen”: Speech: Reagan Address at Brandenburg GateAnalyze language in Texas vs. Johnson | **Main/Required Texts: Civil Disobedience**Resistance to Civil Government by Thoreau p. 269Declaration of Independence p. 140U.S. Supreme Court Case: Texas vs. Johnson (flag burning case)FDR: Four Freedoms-audio (americanrhetoric.com)**Supplemental/Choice Texts: Civil Disobedience**A Lesson Learned on the Road by Leonard Pitts Jr. p. 406Declaration of Sentiments of the Seneca Falls Women’s Rights Convention by Stanton p. 159Divergent by Veronica RothUnwind by Neil ShustermanOn Nonviolent Resistance by Ghandi p. 278Bill of Rights Hillary Clinton Address to The U.N. Fourth World Conference on Women Sept. 5, 1995 Beijing, China-audio**Main/Required Texts: American Dream and Celebration of U.S.**Autobiography of Ben Franklin p. 166Winter Dreams by Fitzgerald p. 858Chicago by Sandburg p. 792I Hear America Singing by Whitman p. 5**Supplemental/Choice Texts: American Dream and Celebration of U.S.** Great Gatsby (excerpts)Coming into the Country p.10Self-Reliance by Emerson p. 245The Man of Many Masks by Gordon S. Wood p. 177Fireside poets p. 218-237The Moderns p.746-749 BackgroundAmerica by Claude McKay p. 1014 |
| IT3 | 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. | Various tests and projects |
| IT5 | 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.  | Various tests and projects |
| **\*WR1** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s),establish the significance of the claim(s)distinguish the claim(s)from alternate or opposing claim(s),and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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. e. Provide a concluding statement or section that follows from and supports the argument presented. | Various tests and projects |
| **\*WR7** | Conduct short as well as 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. | Various tests and projects |  |
| **\*IT8** | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The* *Federalist*, presidential addresses.) | Various tests and projects |  |
| **\*IT9** | Analyze 17th,18th,19th 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) | Various tests and projects |
| \***LT9** | Demonstrate knowledge of 18th, 19th and early 20th century foundation works of American Literature, including how two or more texts from the same period treat similar themes or topics. | Various tests and projects |
| **\*SL2** | Integrate multiple sources of information presented in diverse formats and media (e.g.,visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | Various tests and projects |
| \***SL3** | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  | Various tests and projects |  |
|  | **Quarter Four: Overcoming Oppression**  | **Assessments** | **Resources** |
| \***WR9** | Draw evidence form literary or informational texts to support analysis, reflection, and research.1. Apply grades 11-12 Reading standards to literature (e.g., demonstrate knowledge of 18th, 19th and early 20th century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics)
2. Apply grades 11-12 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reason in the seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presid.addresses])
 | Cold Read: Spirituals pg. 432 and negrospirituals.com | **Main/Required Texts:** Narrative of the Life of Frederick Douglass (excerpt p. 415) The Interesting Narrative of the Life of Olqudah Equiano p. 83Slave Narrative p. 411Black Boy by Richard Wright p. 1270**Supplemental/choice Texts:**“Desert Run” by Mitsuye Yamada p. 1084“Douglass” by Paul Laurence Dunbar p. 720“The Story of An Hour” by Kate Chopin p. 684“We Wear The Mask” by Paul Laurence Dunbar p. 722 “Incidents in the Life of a Slave Girl” by Harriet A Jacobs p. 425“Ain’t I a Woman” by Sojourner Truth p. 440“Dust Tracks on a Road” pg 956Huckleberry Finn“At A Cemetry, Walnut Grove Plantation, South Carolina, 1989” by Lucille Clifton pg. 444“Tableau” by Countee Cullens p. 973“When Mr. Pirzada Came to Dine” by Jhumpa Lahiri pg. 1402“Elsewhere” by Derek Walcott p. 1392“Joyas Voladoras” by Brian Doyle p 1259“Coming Into The Country” p 10“Harlem” by Langston Hughes p. 987“Unbroken” (novel) by Laura Hildenbrand(excerpts)“Grapes of Wrath” (excerpt) by John Steinbeck p. 894“A Worn Path” by Eudora Wetty p. 904“A Lesson before Dying” by Ernest J. Gaines |
| \***LT1** | Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Various tests and projects |  |
| \***WR2** | Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on what which precedes it to create a unified whole; include formatting (e.g.,headings), graphics (e.g.,figures,tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. f. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulation implications or the significance of the topic). | Various tests and projects |  |
| **\*IT10** | 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently  | Various tests and projects |  |
| **\*LT10** | 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.  | Various tests and projects |  |
| **\*SL1** | 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 other’s ideas and expressing their own clearly and persuasively. 1. Come to discussion 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.
2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 | Various tests and projects |  |
| LA3 | 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. 1. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed, apply an understanding of syntax to study of complex texts when reading.
 | Various tests and projects |  |
| LT6 | 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). | Various tests and projects |  |
|  | **ALL Year** | **Assessments** | **Resources** |
| \***WR3** | Write narratives to develop to real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.1. 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.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Various tests and projects |  |
| \***WR6** | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  | Various tests and projects |  |
| **\*WR10** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting of a day or two) for a range of tasks, purposes, and audiences.  | Various tests and projects |  |
| \***IT7** | 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.  | Various tests and projects |  |
| \***LA1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.b.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. | Various tests and projects |  |
| \***LA2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Various tests and projects |  |
| \***LA4** | 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.1. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
2. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 | Various tests and projects |  |
| \***SL5** | 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.  | Various tests and projects |  |
| \***SL6** | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Various tests and projects |  |