Instructional Requirement-Balanced Literacy Approach: 3 days literature (Vocabulary from literature)
3 days writing (Grammar & Conventions)
Speaking & Listening as appropriate

District Assessments: Three times as per Assessment Calendar (October, December, March)

Core Resources Available to Teachers for Instruction:
- McDougal Littell Text, Grade-level Novels
- Sadler: Vocabulary Workshop
- Digital tools for written and oral presentations
- Library resources for research

Habits of Mind
Research in effective thinking and intelligent behavior indicates that there are some identifiable characteristics of effective thinkers. These Habits of Mind are seldom performed in isolation, but rather, clusters of such habits are drawn forth and employed in various situations. Below are all 16 Habits of Mind, each with a tip, strategy or resource to understand and begin implementation in your classroom.

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<thead>
<tr>
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<tbody>
<tr>
<td>- sticking to a task until it is completed.</td>
<td>- thinking before acting.</td>
<td>- listening, understanding, and empathizing with someone else's point of view.</td>
<td>- considering alternative points of view or dealing with several sources of information simultaneously.</td>
</tr>
<tr>
<td>Identify characteristics of persistence shown by individuals in well-known events</td>
<td>Model the use of patience, including wait time during discussion, or using helpful sentence stems that reflect intentional choice.</td>
<td>Model appropriate listening and help student identify the most common “errors” in conversation.</td>
<td>Use RAFT assignments (Role, Audience, Format, Topic) where students must consider a situation, letter, speech or poem from a different perspective.</td>
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<tr>
<td>Imagine what might have occurred if more or less persistence was shown in a given scenario.</td>
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Neshaminy School District Curriculum Maps

Grade 11 ELA
<table>
<thead>
<tr>
<th>5. Thinking About our Thinking (Metacognition)</th>
<th>6. Striving for Accuracy and Precision</th>
<th>7. Questioning and Posing Problems</th>
<th>8. Applying Past Knowledge to New Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>mapping out thinking process.</td>
<td>taking time to check over work.</td>
<td>knowing how to ask questions to fill in the gaps and asking a range of questions.</td>
<td>being able to abstract meaning from one experience and apply it in a new and novel situation.</td>
</tr>
<tr>
<td>• Diagram the relationship between a want and a need.</td>
<td>• Use “three before me,” a strategy that insists on any important assignment being checked by at least three other people before being handed in.</td>
<td>• Create a “parking lot” area in the classroom—stocked with post-it notes—where students can post questions.</td>
<td>• Use questions stems like “What do you remember about...?” “When have you ever seen anything like this?”</td>
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<tr>
<td>• Map out how characters from books or thinkers in history might have arrived at certain starting or stopping points in thought.</td>
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</table>

<table>
<thead>
<tr>
<th>9. Thinking and Communicating with Clarity and Precision</th>
<th>10. Gathering Data through All Senses</th>
<th>11. Creating, Imagining, and Innovating</th>
<th>12. Responding with Wonderment and Awe</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicating accurately in both written and oral form.</td>
<td>knowing information gets into the brain through different sensory pathways.</td>
<td>examining alternative possibilities from many angles.</td>
<td>having a passion for learning.</td>
</tr>
<tr>
<td>• Remind students to avoid the vagueness and abstraction—and imprecision—of terms like always, never, all, everybody, teachers, etc.</td>
<td>• Allow students to “cite” sources from sensory data in addition to traditional textual sources.</td>
<td>• Offer persistent sources of inspiring thought, design, art or multimedia through writing prompts, discussion points or simply as a daily class closure.</td>
<td>• Don’t just allow opportunities for student choice in topics, formats, or learning pathways—insist on it.</td>
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<tbody>
<tr>
<td>accepting confusion, uncertainty, and the higher risks of failure as part of the normal process.</td>
<td>initiating humor more often, placing greater value on having a sense of humor, appreciating and understanding others’ humor.</td>
<td>realizing that all of us together are more powerful, intellectually and /or physically, than any one individual.</td>
<td>always striving for improvement.</td>
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<tr>
<td>• Create an environment where failure is analyzed, not punished.</td>
<td>• Point out humor where it is not immediately apparent, especially in stories and examples from your own life.</td>
<td>• Cooperative learning groups</td>
<td>• Revisit old ideas, writing and projects to identify areas for development, improvement or revision.</td>
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<tr>
<td></td>
<td>• Teach students to distinguish between situations of human frailty and fallibility that are in need of compassion and those that are truly funny.</td>
<td>• Using digital and social media provides opportunity for interdependence.</td>
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</tbody>
</table>

Arthur L. Costa, Ed.D. and Bena Kallick, Ph.D.
Teaching Tips created by Terry Heich, [www.edutopia.org](http://www.edutopia.org)
Grade 11 English Curriculum Map

Overarching Big Ideas for English and Language Arts, Grades 6-12 (FOR ALL UNITS)

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Unit: Literature-Novels/Short Stories/Poetry/Drama/Informational

Enduring Understandings:

- Narrative structure can be either fiction or non-fiction (informational) and often follows a basic structure.
- Drama is a specific type of narrative reading and writing.
- People experience the same media message differently.
- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Questioning and contributing help speakers convey their message, explore issues, and clarify thinking.
- A speaker’s choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions:

- What are the major components of narrative writing?
- How is drama different from reading other types of text?
- How does understanding a text’s structure help me better understand its meaning?
- How are sounds represented by letters?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves? How does process shape the writer’s product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?
- When is appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How do speakers express their thoughts and feelings?
- How does a speaker communicate so other will listen and understand the message?
- Can one hear but not listen?
- What’s the media message?

<table>
<thead>
<tr>
<th>Grade: 11</th>
<th>Sub Unit: Short Story</th>
<th>Timeline: 3-4 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PA Core Standards</strong></td>
<td><strong>Content</strong></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>What state standards will be met?</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
</tr>
<tr>
<td>Reading Literature</td>
<td></td>
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</tr>
<tr>
<td>CC.1.3.11-12.A</td>
<td>Literary elements</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>CC.1.3.11-12.B</td>
<td>- Plot</td>
<td>- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>CC.1.3.11-12.C</td>
<td>- Structure</td>
<td>- Identify and analyze the function of essential short story elements in the writer’s craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).</td>
</tr>
<tr>
<td>CC.1.3.11-12.D</td>
<td>- Exposition</td>
<td>- Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot</td>
</tr>
<tr>
<td>CC.1.3.11-12.E</td>
<td>- Rising action</td>
<td>- Analyze how complex</td>
</tr>
<tr>
<td>CC.1.3.11-12.F</td>
<td>- Falling action</td>
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<tr>
<td>CC.1.3.11-12.I</td>
<td>- Climax</td>
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<tr>
<td>CC.1.3.11-12</td>
<td>- Technical-the turning point</td>
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<td></td>
<td>- Dramatic-the point of greatest interest or excitement</td>
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<td>- Resolution</td>
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<td></td>
<td>- Denouement</td>
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<tr>
<td>Writing</td>
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<tr>
<td>CC.1.4.11-12.A-F</td>
<td>Types of short stories</td>
<td></td>
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<tr>
<td>CC.1.4.11-12.M-T</td>
<td>- The homecoming</td>
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<tr>
<td>Vocabulary</td>
<td></td>
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<tr>
<td>CC.1.2.11-12.F-</td>
<td>Progressive isolation</td>
<td></td>
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<tr>
<td><strong>Assessments</strong></td>
<td><strong>Resources</strong></td>
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<tr>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>Selected short stories from McDougal Littell 11th grade text.</td>
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<td></td>
<td>Online resources</td>
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<td></td>
<td>(Do not use any selections from other grade level literature texts.)</td>
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</tr>
</tbody>
</table>
• Progressive revelation
• The choice
• Elements of fiction
  • Plot structure (plot triangle)
  • Conflict (external vs. internal)
  • Foreshadowing
  • Flashback
  • Characterization
  • Setting
  • Point of view
  • Theme
• Irony
  • Verbal
  • Situational
  • Dramatic
• Tone
• Mood
• Symbols

• Characterization
  • Methods of characterization
    • Character’s physical description
    • Character’s background or personal history
    • Character’s surroundings-room, office, etc.
    • Character’s actions, reactions, and opinions of others
    • Character’s speech
    • Other character’s reactions to what the character says or does
• Types of characters
  • Flat
  • Round
  • Dynamic
  • Static

characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

• Identify minor and major characters
• Determine author’s purpose and theme(s) in a text and analyze in detail how it is conveyed through relevant details
• Analyze how an author develops and contrasts the points of view of different characters and/or narrators
• Analyze how an author’s choices concerning how to structure a text, order of events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such affects as mystery, tension, or surprise
• Determine a theme or central idea and analyze in detail its development over the course of a text, including how it emerges
<table>
<thead>
<tr>
<th><strong>Stock/stereotypical</strong></th>
<th>and is shaped and refined by specific details; provide an objective summary of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s purpose</td>
<td>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<tr>
<td>Setting</td>
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<td>Time</td>
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<td>Place</td>
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<td>Social conditions</td>
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<td>Historical/geographical environmental</td>
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<td>Theme</td>
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<td>Definition</td>
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<td>Difference from</td>
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<td>Summary</td>
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<tr>
<td>Moral</td>
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<td>Character observations</td>
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<td>Clues to the discovery of theme</td>
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<tr>
<td>Title of text</td>
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<tr>
<td>Character’s qualities</td>
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<td>Forces affecting the character</td>
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<tr>
<td>Setting</td>
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<tr>
<td>Conflict and resolution</td>
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<tr>
<td>Point of View</td>
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<tr>
<td>First person narrator</td>
<td></td>
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<tr>
<td>Main character</td>
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<td>Minor character or observer</td>
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<tr>
<td>Third person</td>
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<tr>
<td>Objective</td>
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<tr>
<td>Limited</td>
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<tr>
<td>Omniscient</td>
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<tr>
<td>Stream of consciousness</td>
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<tr>
<td>Reading Literature</td>
<td>Content</td>
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<tr>
<td>-------------------</td>
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</tr>
</tbody>
</table>
| CC.1.3. 11-12.A   | • Introduction to novel as a genre  
| CC.1.3. 11-12.B   | • Fiction  
| CC.1.3. 11-12.C   | • Mystery  
| CC.1.3. 11-12.D   | • Memoir  
| CC.1.3. 11-12.E   | • Historical  
| CC.1.3. 11-12.F   | • Nonfiction  
| CC.1.3. 11-12.G   | • Elements of fiction (r)  
| CC.1.3. 11-12.H   | • Plot (plot triangle)  
| CC.1.3. 11-12.I   | • Characterization  
| CC.1.3. 11-12.J   | • Setting  
| Writing CC.1.4. 11-12.A-F | • Genre  
| CC.1.4. 11-12.G-H | • Theme  
| CC.1.4. 11-12.I-J | • Race  
| CC.1.4. 11-12.K-L | • Slavery  
| CC.1.4. 11-12.M-N | • Fate versus free will  
| CC.1.4. 11-12.O-P | • Related Issue: Censorship  
| Vocabulary CC.1.5. 11-12.A-B | • Point of view  
| CC.1.5. 11-12.C-D | • First person  
| CC.1.5. 11-12.E-F | • Third person  
| CC.1.5. 11-12.G-H | • Omniscient  
| Speaking and Listening CC.1.5. 11-12.I-J | • Limited  
| | • Dialogue  
| | • Tone  
| | • Bias  
| | • Dialect  
| | • Symbolism  
| | • Foreshadowing  
| | • Elements of satire  
| | • Irony  
| | • Humor  
| | • Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot  
| | • Identify minor and major characters  
| | • Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details  
| | • Identify differences between first person, third person, third person limited, and third person omniscient  
| | • Analyze how an author develops and contrasts the points of view of different characters and/or narrators  
| | • Distinguish between first, third person point of view  
| | • Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary  
| | • Identify major components of plot and elements of characterization  
| | • Explain the importance of a setting  
| | • Identify and explain major themes  
| | • Reading quizzes/tests  
| | • Elements of fiction  
| | • Inferences based on text  
| | • Literary elements  
| | • Author’s purpose  
| | • Open-ended responses  
| | • Journals  
| | • Compare/contrast  
| | • Expository writing  
| | • Persuasive Writing  

**Required 3 Novels**

**Anchor Text(s)**

Choose 2

- *The Adventures of Huckleberry Finn*
- *Ordinary People*
- *The Great Gatsby*

**Optional Additional Texts**

Choose 1

- *Flowers for Algernon, Daniel Keyes*
- *First Part Last, Angela Johnson*
- *Go Ask Alice, Anonymous*
- *Raisin in the Sun, Lorraine Hansberry*
- *Death of a Salesman*
- *9 Stories*
- *Black Boy*
- *Hiroshima*
- *Rumor of War,*
| Hyperbole | Use reading strategy as appropriate:  
| Understatement | • Connect text to self, text to text(s), and text to world  
| Foreshadowing (r) | • Question  
| Flashback (r) | • Predict  
| | • Visualize  
| | • Evaluate  
| | • Clarify  
| | Compare/contrast a fictional portrayal of time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history  
| | Compare/contrast elements of fiction  
<p>| | Draw inferences from the text and use text based evidence to support conclusions and inferences. |</p>
<table>
<thead>
<tr>
<th>Grade: 11</th>
<th>Sub Unit: Drama</th>
<th>Timeline: 4-6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Standards</strong></td>
<td><strong>Content</strong> (What will be taught?)</td>
<td><strong>Objectives</strong> (What will students know &amp; be able to do as a result of this instruction?)</td>
</tr>
<tr>
<td>Reading Literature</td>
<td>Reading strategies needed to decode text</td>
<td>Make inferences or draw conclusions based on information from text</td>
</tr>
<tr>
<td>Writing</td>
<td>Literary elements and devices</td>
<td>Analyze the effectiveness of Miller’s use of figurative language and literary elements to enhance meaning</td>
</tr>
<tr>
<td>CC.1.4. 11-12.A-F,11-12.M-T</td>
<td>Allusion</td>
<td>Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Characterization</td>
<td>Monitor understanding and apply reading strategies as appropriate to increase understanding.</td>
</tr>
<tr>
<td>CC.1.2. 11-12.F-K,11-12.J</td>
<td>Figurative language</td>
<td>Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>Plot structure</td>
<td>Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary</td>
</tr>
<tr>
<td>CC.1.5. 11-12.A</td>
<td>Purpose of allegory</td>
<td>Use reading strategy as appropriate:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Connect text to self, text to text(s), and text to world</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Question</td>
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<tr>
<td></td>
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<td>- Predict</td>
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**Anchor Text(s)**

*The Crucible*
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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>• Visualize</td>
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<td></td>
<td>• Evaluate</td>
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<td></td>
<td>• Clarify</td>
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<tr>
<td></td>
<td>• Draw inferences from the text and use text based evidence to support conclusions and inferences.</td>
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</table>
## Sub Unit: Poetry

**Timeline:** 3-4 weeks

### Enduring Understandings:
- A writer selects a form based on audience and purpose.
- Words powerfully affect meaning.
- A poet’s choice of words and style set a tone, define the message, and make an emotional and/or intellectual impression on the reader.

### Essential Questions:
- What constitutes poetry?
- How does poetry differ from other literary forms?
- What are the elements of poetry?
- What do readers do when they do not understand everything in a poem?
- Why do readers need to pay attention to a poet’s choice of words?
- How do readers construct meaning from poems?
- How do poets express themselves? How does process shape the poet’s work?
- Why does a poet choose a particular form of writing?
- How does choice of words affect the message?

### Grade: 11

<table>
<thead>
<tr>
<th>PA Core Standards</th>
<th>Content</th>
<th>Objectives</th>
<th>Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Literature</strong>&lt;br&gt;CC.1.3, 11-12.A&lt;br&gt;CC.1.3, 11-12.B&lt;br&gt;CC.1.3, 11-12.D&lt;br&gt;CC.1.3, 11-12.E&lt;br&gt;CC.1.3, 11-12.F</td>
<td><strong>Appropriate reading strategies</strong>&lt;br&gt;<strong>Connect text to self, text to text(s), and text to world</strong>&lt;br&gt;<strong>Question</strong>&lt;br&gt;<strong>Predict</strong>&lt;br&gt;<strong>Visualize</strong>&lt;br&gt;<strong>Evaluate</strong>&lt;br&gt;<strong>Clarify</strong></td>
<td><strong>Use reading strategy as appropriate</strong>&lt;br&gt;<strong>Identify author’s purpose and analyze examples of text that support the author’s intended purpose.</strong>&lt;br&gt;<strong>Determine theme(s) and central idea(s)</strong>&lt;br&gt;<strong>Identify and interpret figurative language</strong></td>
<td><strong>Reading quizzes/tests</strong>&lt;br&gt;<strong>Analysis of selected poetry</strong>&lt;br&gt;<strong>Author’s purpose</strong>&lt;br&gt;<strong>Selected forms</strong>&lt;br&gt;<strong>Figurative language</strong>&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;<strong>Analysis of and interpretation of selected poems</strong>&lt;br&gt;<strong>Constructed Responses</strong></td>
<td>Selected short stories from McDougal Littell 11th grade text. Online resources (Do not use any selections from other grade level literature texts.)</td>
</tr>
</tbody>
</table>

Online resources

(Do not use any selections from other grade level literature texts.)
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Forms of poems</th>
<th>Analyze the impact of rhymes and other repetition sounds (e.g. alliteration) on a specific verse or stanza</th>
<th>Personal response to poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1.2. 11-12.F-K</td>
<td>• Haiku</td>
<td>• Analyze how form and structure contributes to meaning</td>
<td>Composition of original poems</td>
</tr>
<tr>
<td>CC.1.3. 11-12.F-K</td>
<td>• Cinquain or Diamante</td>
<td></td>
<td>Recitation of poem</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>• Limerick</td>
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<td>CC.1.5. 11-12.A</td>
<td>• Free Verse</td>
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<td>• Narrative</td>
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<td>• Elements of poetry</td>
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<td>• Rhyme Scheme</td>
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<td>• Poetry vs. Prose</td>
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<td>• Figurative Language:</td>
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<td>• Sound Techniques - Rhyme Scheme</td>
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<td>• Consonance</td>
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<td>• Poetry composition</td>
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<td></td>
<td>• Participate in class and group discussions</td>
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<td>• Recite original poetry</td>
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<tr>
<td>Grade: 11</td>
<td>Sub Unit: Informational (Non-Fiction)</td>
<td>Timeline: 3-4 weeks</td>
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</table>
| **Reading Informational** | - Autobiography/Memoir  
- Biography  
- Essay  
  - News Articles  
  - Speeches  
- Text structure  
  - Comparison/Contrast  
  - Cause/Effect  
  - Problem/Solution  
  - Sequencing  
  - Persuasive  
- Main idea and supporting details  
- Point of view  
  - First person  
  - Third person  
- Persuasive techniques | - Identify and discuss differences various forms of informational texts  
- Analyze text structure an author uses to organize a text such as headings, graphics and charts.  
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferred  
- Determine central idea of text and analyze its development over the course of a text  
- Determine author’s point of view or purpose and analyze how the author distinguishes his or her position from that of others  
- Determine how author uses meaning of words or phrases  
- Trace and evaluate argument and specific claims in a text assessing whether their reasoning is sound and the evidence relevant and sufficient to support the claims  
- Summarize the major points, processes, and/or events of a nonfictional text as a whole and give examples that support the author’s intended purpose.  
- Analyze features unique to biography and autobiography. | - Reading quizzes/tests  
- Text structure of biography and autobiography  
- Main ideas and supporting details  
- Fact vs. opinion  
- Constructed responses  
- Objective summary of a non-fiction piece | **Anchor Texts: Nonfiction - Core**  
*The Declaration of Independence (Thomas Jefferson)*  
Author biography – Mark Twain  
Historical and literary context (e.g. Puritanism and McCarthyism, Red Scare, Salem witch trials)  
PA Writing Domain scoring Guide |
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|   | • Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)
|   | • Compare/contrast a text to an audio, video, or multimedia version of a text analyzing each medium’s portrayal of the subject
|   | • Distinguish between first and third person point of view and explain its effectiveness.
|   | • Distinguish between fact and opinion.
|   | • Compose biography or autobiography
|   | • Participate in large and small group discussions
### Unit: Vocabulary

**Timeline:** **ONGOING THROUGHOUT ALL UNITS**

**Enduring Understandings:**
- A rich vocabulary helps to communicate complex ideas effectively.
- Vocabulary development assists comprehension.
- Examining the context of unfamiliar words helps to promote understanding of a text.
- Knowledge of prefixes, suffixes, and roots helps to increase your vocabulary.
- Repeated use and application of new vocabulary embeds it in your lexicon.

**Essential Questions:**
- How do you increase my vocabulary?
- How do you recognize the meaning of unfamiliar words?
- How can knowledge of new vocabulary become permanent?
- Why is an extensive vocabulary important?

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### Grade: 11

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<tr>
<td>Informational</td>
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<tr>
<td>CC1.2.11-12.F</td>
<td>Vocabulary building skills</td>
<td>Recognize Latin and Greek roots, prefixes and suffixes and use them to define new words</td>
<td>Vocabulary quizzes</td>
<td>Vocabulary Workshop Level F</td>
</tr>
<tr>
<td>CC1.2.11-12.J</td>
<td>- C.O.D.E. Using context clues</td>
<td>Recognize context clues in order to understand the new vocabulary used in selected reading passages</td>
<td>Writing assignments</td>
<td>3 units a marking period</td>
</tr>
<tr>
<td>CC1.2.11-12.K</td>
<td>- Connotation</td>
<td>Define and correctly use new vocabulary words, both in and out of literary context</td>
<td>Speaking</td>
<td>Selected vocabulary from various texts and/or other sources</td>
</tr>
<tr>
<td>Reading Literature</td>
<td>- Denotation</td>
<td>Identify synonyms and antonyms</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>CC1.3.11-12.F</td>
<td>- Etymology</td>
<td>Determine or clarify the meaning of unknown and multiple meaning words and phrases 10th grade reading and content, choosing flexibility from a</td>
<td>Responses and reactions to literature</td>
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<tr>
<td>CC1.3.11-12.J</td>
<td>- Compound words</td>
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<tr>
<td>CC1.3.11-12.K</td>
<td>- Synonyms/Antonyms</td>
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<td>- Prefixes/Suffixes/Roots</td>
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<td>- Homophones</td>
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<td>- Contractions</td>
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<td>Variety of strategies that have multiple meanings</td>
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<td>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</td>
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<td>Acquire and use accurately grade-appropriate academic and domain-specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<td>Increase and improve writing skills through vocabulary development</td>
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</tbody>
</table>
Unit: Grammar and Mechanics  
Timeline: **ONGOING THROUGHOUT ALL UNITS**

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

- Proper grammar in written and verbal communication gives evidence of a solid language arts learning experience and reflects on the educational background of the student.
- Rules, conventions of language, help readers understand what is being communicated.
- A speaker’s choice of words and style set a tone and define the message.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Readers use language and structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.

Essential Questions:

- What is the importance of using proper grammar in all forms of communication?
- How do rules of language affect communication?

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<th>Unit: Grammar and Mechanics</th>
<th>Timeline: <strong>ONGOING THROUGHOUT ALL UNITS</strong></th>
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<tr>
<td>What state standards will be met?</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
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</tbody>
</table>
| Writing CC1.4. 11-12.E | Grammar and Mechanics  
Nouns/pronouns  
Definition | Students will show understanding of all grammatical topics by identifying and using them | Writing assignments  
Editing and revising activities  
Grammar tests quizzes | McDougal Littell Literature Text  
Teacher created worksheets  
On-line sources |
Common
Proper
Singular plural nouns
Possessive
Compound
Adjectives/adverbs
Definition
Comparative
Superlative
Phrase
Demonstrative
Predicate adjective
Comparative adverb
Conjunctions
Verbs
Definition
Types
Action
Linking
State-of-being
Tenses
Irregular
Principal parts
Prepositions
List
Phrase
Sentence parts
Simple subject
Simple predicate
Complete subject
Complete predicate
Compound subject
Compound predicate
Understood subject
Direct object
Predicate nominative
Predicate adjective
Sentence types
Simple
Compound
throughout the year
Improve skills in both writing and speaking as a result of using standard English
Identify and use correctly different types of nouns
Identify and use parts of speech and parts of a sentence correctly
Use punctuation marks correctly
Recognize the purpose of conjunctions is to join words, phrases, and clauses
Identify and use action, helping, and linking verbs
Identify and properly use present, past, and future tenses
Basic introduction to recognize a preposition and identify proper placement in a sentence
• Declarative
• Interrogative
• Exclamatory
• Imperative
• Sentence errors
  • Run-on
  • Fragment
  • Combining
• Capitalization
  • First word of a sentence
  • Proper nouns
  • Pronoun “I”
  • Titles and initials
  • Greeting/closing of letter
  • Abbreviations
  • First word in a direct quotation
  • Proper adjectives
• Punctuation
  • Period
    ▪ End of sentence
    ▪ Abbreviations initials
  • Question mark
  • Exclamation point
  • Comma
    ▪ Dates
    ▪ Greeting/closing of letter
    ▪ Introductory words/phrases
    ▪ Nouns of direct address
    ▪ Items in a series
    ▪ Compound sentences, conjunctions
    ▪ Quotations
    ▪ Writing last name first
• Quotation marks
  • Direct
  • Titles
• Apostrophe
  • Contractions
- Possessives
- Colon, hyphen dash
- Indenting
Unit: Writing—Descriptive/ Expository Research/ Persuasive/ Poetry  Timeline: ONGOING THROUGHOUT ALL UNITS

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

- Consistent practice improves writing skills?
- Oral discussion helps to build connections to others and create opportunities for learning.
- A writer selects a form based on audience and purpose.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Words powerfully affect meaning.
- Descriptive techniques enrich the reader’s experience by appealing to the senses.
- Forms of persuasion are found in various venues including but are not limited to written words and verbal communication.
- Persuasive techniques can be obvious or subtle.
- Good readers compare, infer, synthesize, and make connections (test to text, text to world, text to self) to make text personally relevant and useful.
- Researchers gather and critique information from different sources for specific purposes.
- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- What is the significance of using descriptive writing techniques in writing?
- How does descriptive writing differ from other genres?
- What are appropriate uses for descriptive writing?

Essential Questions:

- What are the various types of writing?
- How do the types differ from each other?
- What are the appropriate uses for the different types?

Writing units may be taught in conjunction with the literature, with the grammar and mechanics, or as separate units.
- How can discussion increase our knowledge and understanding of an idea(s)?
- How does the choice of words affect the message?
- How do good writers express themselves?
- How does process shape the writer’s product?
- How do the rules of language affect communication?
- Why does a writer choose a particular form of writing?
- What is the significance of using descriptive writing techniques in writing?
- How does descriptive writing differ from other genres?
- What are appropriate uses for descriptive writing?
- Why conduct research?
- What is the value of conducting research, compiling information and writing an expository paper?
- How are people persuaded to do something?
- How is writing an art?
- How do I figure out a word I do not know?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers conduct meaning from text?

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<tr>
<td>Reading Informational</td>
<td>Sentences</td>
<td>Improve writing skills in the different types of writing</td>
<td>Essays/Paragraphs</td>
<td>McDougal Littell Text</td>
</tr>
<tr>
<td>CC.1.2. 11-12.A-B</td>
<td>Varied</td>
<td>Improve writing skills as assessed by the state assessment program</td>
<td>Responses to literature</td>
<td>PA Writing Domain Scoring Guide</td>
</tr>
<tr>
<td>Reading Literature</td>
<td>Expanded</td>
<td>Incorporate the use of sophisticated transitions into writing</td>
<td>Vocabulary activities</td>
<td>Teacher made rubrics</td>
</tr>
<tr>
<td>CC.1.3.11-12.A-B</td>
<td>Compound subjects and predicates</td>
<td>Continue to develop and refine writing style</td>
<td>Reflections</td>
<td>Graphic Organizers</td>
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<td>Paragraph development</td>
<td>Respond to a picture prompt in</td>
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<td>Topic sentence</td>
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<td>Supporting details (all senses)</td>
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<td>Supported by one example</td>
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**Timeline: ONGOING THROUGHOUT ALL UNITS**

**Content**
- What will be taught?

**Objectives**
- What will students know & be able to do as a result of this instruction?

**Assessments**
- What evidence will I collect that demonstrates that students have achieved the objectives?

**Resources**
- What materials will I use to achieve the objectives?
- McDougal Littell Text
- PA Writing Domain Scoring Guide
- Teacher made rubrics
- Graphic Organizers
  - Four Square
  - Outlines
- Word or other writing program
- PowerPoint or other types of electronic presentation
| Writing CC1.4. 11-12.A-X | • Supported by several examples  
• Types of paragraphs  
  • descriptive  
  • narrative  
  • explanatory  
  • how and why  
  • comparison  
  • cause and effect  
  • persuasive/argumentative  
• Composition  
  • introductory paragraph  
  • body paragraphs  
  • concluding paragraph  
  • transitions  
  • word choice  
• Report  
• Letters  
  • friendly  
  • social  
  • business  
• Poetry | writing  
• Write a business letter using the correct format  
• Apply elements of standard written English | • Narrative  
• Expository  
• Persuasive  
• Compare/Contrast | • Writing Folder/Portfolio  
• Library/Media Center |
## Sub Unit: Descriptive Writing

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<tr>
<td><strong>Reading Informational</strong></td>
<td><strong>CC1.2. 11-12.A</strong></td>
<td><strong>CC1.2. 11-12.B</strong></td>
<td><strong>Reading check quizzes</strong></td>
<td><strong>McDougal Littell Text</strong></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td><strong>CC1.3. 11-12.A</strong></td>
<td><strong>CC1.3. 11-12.A</strong></td>
<td><strong>Original essays or stories</strong></td>
<td><strong>PA Writing Domain Scoring Guide</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>CC1.4. 11-12.A-X</strong></td>
<td><strong>Recognize different techniques authors use to write descriptively</strong></td>
<td><strong>Response to literature essays</strong></td>
<td><strong>Teacher made rubrics</strong></td>
</tr>
</tbody>
</table>
| &bull; Figurative language | &bull; Use various descriptive writings as a model for a student created piece | **Vocabulary activities** | **Graphic Organizers**
| &bull; Sensory Details | &bull; Create a unique piece of writing (story or essay) which showcases various uses of descriptive writing | **Rubrics** | &bull; Four Square
| &bull; Show don’t tell | &bull; Develop a practical understanding of the writing process | **Portfolios and reflections** | &bull; Outlines |
| &bull; Writing to create a single effect | | | **Word or other writing program** |
| &bull; Symbolism | | | **PowerPoint or other types of electronic presentation** |

- **Figurative language**
- **Sensory Details**
- **Show don’t tell**
- **Writing to create a single effect**
- **Symbolism**
- **Recognize different techniques authors use to write descriptively**
- **Use various descriptive writings as a model for a student created piece**
- **Create a unique piece of writing (story or essay) which showcases various uses of descriptive writing**
- **Develop a practical understanding of the writing process**
- **Reading check quizzes**
- **Original essays or stories**
- **Response to literature essays**
- **Vocabulary activities**
- **Rubrics**
- **Portfolios and reflections**
- **McDougal Littell Text**
- **PA Writing Domain Scoring Guide**
- **Teacher made rubrics**
- **Graphic Organizers**
  - Four Square
  - Outlines
- **Word or other writing program**
- **PowerPoint or other types of electronic presentation**
- **Writing Folder/Portfolio**
- **Library/Media Center**
Sub Unit: **Expository Writing/Research**

**Grade: 11**

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<td><strong>What materials will I use to achieve the objectives?</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Research Strategies</strong></td>
<td><strong>Learn methods for researching a single topic using various resources such as encyclopedias, books, periodicals, and websites</strong></td>
<td><strong>Completed notecards/outline</strong>s</td>
<td><strong>McDougal Littell Text</strong></td>
</tr>
<tr>
<td><strong>Informational</strong></td>
<td><strong>Plagiarism</strong></td>
<td><strong>Recognize the difference between plagiarism and paraphrasing; understand the negative repercussions of using someone else’s words as your own</strong></td>
<td><strong>Correct citations for all sources used in a research paper</strong></td>
<td><strong>PA Writing Domain Scoring Guide</strong></td>
</tr>
<tr>
<td><strong>CC.1.2. 11-12.A</strong></td>
<td><strong>Paraphrasing</strong></td>
<td><strong>Correctly cite a source and quotations used in research</strong></td>
<td><strong>Completion of a research paper based on a specific topic, assigned or self-selected</strong></td>
<td><strong>Teacher made rubrics</strong></td>
</tr>
<tr>
<td><strong>CC.1.2. 11-12.B</strong></td>
<td><strong>Citing a source</strong></td>
<td><strong>Create a structured outline for a research paper prior to writing the paper</strong></td>
<td><strong>Portfolios and reflections</strong></td>
<td><strong>Graphic Organizers</strong></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td><strong>Thesis Statement</strong></td>
<td><strong>Create a research paper with proper citations and Works Cited page</strong></td>
<td><strong>Rubrics</strong></td>
<td><strong>Four Square</strong></td>
</tr>
<tr>
<td><strong>CC.1.3. 11-12.A</strong></td>
<td><strong>Outlining</strong></td>
<td></td>
<td></td>
<td><strong>Outlines</strong></td>
</tr>
<tr>
<td><strong>CC.1.3. 11-12.A</strong></td>
<td><strong>Organizing a research paper</strong></td>
<td></td>
<td></td>
<td><strong>Word or other writing program</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>PowerPoint or other types of electronic presentation</strong></td>
</tr>
<tr>
<td><strong>CC.1.4. 11-12.A-X</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Writing Folder/Portfolio</strong></td>
</tr>
</tbody>
</table>
## Sub Unit: Persuasive Writing/Research

**Grade: 11**

<table>
<thead>
<tr>
<th>PA Core Standards</th>
<th>Content</th>
<th>Objectives</th>
<th>Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What state standards will be met?</strong></td>
<td><strong>What will be taught?</strong></td>
<td><strong>What will students know &amp; be able to do as a result of this instruction?</strong></td>
<td><strong>What evidence will I collect that demonstrates that students have achieved the objectives?</strong></td>
<td><strong>What materials will I use to achieve the objectives?</strong></td>
</tr>
</tbody>
</table>
| Reading Informational CC1.2. 11-12.A CC1.2. 11-12.B | - Topic-based writing  
- Persuasive techniques  
- Argument  
- Factual support  
- Research Strategies  
- Plagiarism  
- Paraphrasing  
- Citing a source  
- Thesis Statement  
- Outlining  
- Organizing a research paper | - Write a well-crafted persuasive essay effectively arguing one side of an issue  
- Recognize persuasive techniques used by writers, journalists and advertisements  
- Verbally/orally argue a position | - State-mandated assessment  
- Persuasive essays written in class  
- Analyze various texts and media for persuasive techniques  
- PA Writing Domain Scoring Guide for Persuasive Writing | - McDougal Littell Text  
- PA Writing Domain Scoring Guide  
- Teacher made rubrics  
- Graphic Organizers  
  - Four Square  
  - Outlines  
- Word or other writing program  
- PowerPoint or other types of electronic presentation  
- Writing Folder/Portfolio |

| Reading Literature CC1.3. 11-12.A CC1.3. 11-12.A | Writing CC1.4. 11-12.A-X |
# Sub Unit: Poetry

**Grade:** 11

## Sub Unit: Poetry

**Timeline:** 2-3 weeks

<table>
<thead>
<tr>
<th>PA Core Standards</th>
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<th>Resources</th>
</tr>
</thead>
</table>
| Writing CC. 1.4. 11-12.A-F, CC.1.4. 11-12.M-T | - Poetry  
- Forma of poetry  
- Interpretation  
- Readings  
- Writings  
- Recitation | - Identify different forms of poetry (limerick, haiku, free verse, cinquain, lyric)  
- Identify literal and figurative meaning of poetry  
- Write original poems in each of the forms listed above | - Original poetry booklets/packets  
- Rubrics | - McDougal Littell Text  
- PA Writing Domain Scoring Guide  
- Teacher made rubrics  
- Graphic Organizers  
  - Four Square  
  - Outlines  
- Word or other writing program  
- PowerPoint or other types of electronic presentation  
- Writing Folder/Portfolio |
## Unit: Speaking and Listening (Presentations/Public Speaking)

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

### Grade: 11 Sub Unit: Speaking and Listening

<table>
<thead>
<tr>
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<th>Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What state standards will be met?</td>
<td>How to:</td>
<td>Contribute to discussions by using textual and relevant evidence and by asking probing questions to extend the depth of the discussion</td>
<td>Presentations that demonstrate following:</td>
<td>Library Media Specialist</td>
</tr>
<tr>
<td>Speaking and Listening CC1.6. 11-12.A-G</td>
<td>- Use appropriate large and small group discussions skills</td>
<td>- Delineate a speaker’s argument by identifying evidence and recognizing claims not supported by facts</td>
<td>- Use of research from a variety of sources</td>
<td>Socratic Seminar</td>
</tr>
<tr>
<td></td>
<td>- Interpret information presented in diverse media and formats</td>
<td>- Evaluate the information presented through diverse media</td>
<td>- Coherence and depth of topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Present claims and findings, sequencing ideas logically</td>
<td>- Use diverse media to select and present ideas convincingly using appropriate presentation skills</td>
<td>- Use of skills appropriate</td>
<td></td>
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<td></td>
<td>- Use appropriate eye contact, adequate volume, and clear pronunciation</td>
<td>- Adapt speech/presentation to</td>
<td>- for audience and purpose</td>
<td></td>
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</tbody>
</table>

Timeline: ONGOING THROUGHOUT ALL UNITS
<table>
<thead>
<tr>
<th>a variety of audiences and purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make presentations using multi-media components</td>
</tr>
<tr>
<td>• Use conventions of standard English</td>
</tr>
</tbody>
</table>