



[CONNECTIONS]

English Language Arts

GRADE 11

UNIT 1 Essential Question What are the impacts of war?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 1 Novel from <i>The First Assassin</i> (810L) 5 pages	Identifying Suspenseful Details (10, 15)	Sensory Language (16)	Analyzing Different Interpretations of a Scene (18)	Run-on Sentences (21)	Response Journal (15) Write a paragraph—suspenseful sentences (15) Evaluate author's use of sensory language (17) Write an analysis—compare and contrast sensory details (20)	Peer review an analysis about sensory imagery (20)	RAFT (23)	Suggested full texts: <i>The First Assassin</i> ; <i>Chasing Lincoln's Killer</i> Research Film suggestion: <i>Saving Lincoln</i>	Integrating information from a text with information from an image (25)
Chapter 2 Informational from <i>Black, Blue and Gray</i> by James Haskins (1300L) 3 pages	Identifying Main Ideas (29, 31)	Evaluating Arguments (32)	Evaluating Sources (35)	Using Transitions (38)	Response Journal (31) Write a summary of the excerpt (31)	Review summaries with a partner (32) Class discussion—evaluate the source (37)	Research Project (39) Digital Presentation: <i>The Rest of the Story</i> (40)	Film suggestion: <i>Glory</i> Research (41)	Identifying bias in an argument (42)
Chapter 3 Novel from <i>Cold Mountain</i> by Charles Frazier (1120L) 6 pages Primary Source from <i>A Woman's Wartime Journal</i> by Dolly Sumner Lunt (1000L) 2 pages	Analyzing the Development of Character (45, 50)	Using Character to Develop Theme (51)	Synthesizing Texts (52)	Analyzing Literary Devices (55)	Response Journal (50) Write a paragraph about how a character is developed (52)	Compare the experiences of two authors (54) Group discussion—peer review an essay (58)	Synthesis Essay (57) Civil War Presentation (58)	Film suggestion: <i>Cold Mountain</i> Suggested full texts: <i>The Red Badge of Courage</i> ; <i>Gone with the Wind</i> ; <i>North and South</i> ; <i>Shiloh</i> Research (59)	Conduct a character analysis, learn about character development (60)
Chapter 4 Article from Prospectus for <i>The Liberator</i> by William Lloyd Garrison (1420L) 2 pages Speech from "Speech to the American Anti-Slavery Society" (1260L) 3 pages	Analyzing Purpose (65, 70)	Exploring Rhetoric (71)	Analyzing Logos (75)	Correct Usage (77)	Response Journal (70)	Identify how commercials use rhetoric (72) Discuss generalizations (77)	Roundtable Discussion (79) Rhetorical Analysis Essay (80)	Research (81)	Identify the writer's purpose (82)

UNIT 1 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 5 Historical Document from The Emancipation Proclamation By President Abraham Lincoln (2150L) 3 pages</p> <p>Historical Document from The Constitution of the United States 1 page</p> <p>Informational from <i>The Imperial Presidency</i> by Arthur M. Schlesinger Jr. (1670L) 3 pages</p>	Finding Main Ideas (86, 89)	Analyzing Structure and Language (89)	Synthesizing Texts (92)	Using Quotations (95)	<p>Response Journal (88)</p> <p>Write several paragraphs—analyze craft of the Emancipation Proclamation (91)</p> <p>Write an essay—did Lincoln overstep his powers? (95)</p>	<p>Peer review a partner's paragraph (91)</p> <p>Discuss author's claims (94)</p>	Executive Power: <i>A Social Network Profile</i> (97)	Research (98)	Evaluating the use of language and evidence in argumentative writing (99)
End of Unit	Writing Process Assignment: Writing an Argumentative Paper—devisive topic (100–109)								
	Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (110–114)								

UNIT 2 Essential Question How has the role of women changed over time?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 6 Novel from <i>The Great Gatsby</i> by F. Scott Fitzgerald (940L) 6 pages Informational from <i>Women and Economics</i> by Charlotte Perkins Gilman (930L) 1 page	Making Inferences (118, 123)	Focus on Narrative Structure (124)	Synthesizing Texts (126)	Varying Syntax (127)	Response Journal (123) Write a character sketch (124) Describe the society in which the characters live (125) Write a letter of advice to a character (127)	Discuss characters' motivations (125) Discuss the novel from an analytical standpoint (127)	Cell Phone Etiquette Project (129) Character Comparison (130)	Suggested full texts: <i>The Great Gatsby</i> Film suggestion: <i>The Great Gatsby</i> (any version) Song suggestions: "Young and Beautiful"; "Love Is Just Complicated"	Make inferences (132)
Chapter 7 Speech from "Solitude of Self" by Elizabeth Cady Stanton (1160L) 4 pages Speech from "Ain't I a Woman?" (740L) 2 pages	Identifying Key Details (136, 140)	Understanding Rhetoric (141)	Comparing Rhetoric (144)	Parallel Structure (148)	Response Journal (139) Summarize the passage (141) Evaluate the author's rhetorical techniques (143)	Share your analysis of the author's rhetorical techniques (144) Class discussion— which speech is more convincing (147)	Women's Rights Presentation (149) Investigative Report (150)	Film suggestion: <i>Iron Jawed Angels</i> Read the 19th Amendment Create relevant hashtags (151)	Analyzing an argument (152)
Chapter 8 Poetry from "Phenomenal Woman" by Maya Angelou 158	Identifying Main Ideas (156, 158)	Developing Main Ideas (161)	Comparing Texts (162)	Denotation and Connotation (164)	Response Journal (158) Write a summary—main ideas in the poem (161)	Peer review classmates' summaries (161) Peer review a classmate's essay (166)	Literary Analysis (165) Roundtable Discussion (166)	Suggested full text: <i>I Know Why the Caged Bird Sings</i> Research (167)	Making inferences about a poem's main ideas
Chapter 9 Informational from <i>The Feminine Mystique</i> by Betty Friedan (1330L) 3 pages	Determining Main Ideas (172, 175)	Analyzing Text Structures and Arguments (177)	Synthesizing Information (180)	Sentence Fluency (181)	Response Journal (175) Write several paragraphs—explain a term (177) Write several paragraphs comparing a document to an article (180)	Discuss the purpose of a graph (180)	Roundtable Discussion (182) Letter to the Editor (183)	Film suggestions: <i>10 Things I Hate About You</i> ; <i>Amelia</i> ; <i>The Help</i> Song suggestions: "These Boots Are Made for Walkin"; "I Will Survive"; "Hit Me with Your Best Shot"; "I Am Woman"	Integrating and evaluating information from charts, tables, and other formats (185)
End of Unit	<p>Writing Process Assignment: Writing a Literary Analysis—Contrast two characters (186–193)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (194–198)</p>								

UNIT 3 Essential Question Is the land of opportunity simply the land of opportunists?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 10 Novel from <i>The Grapes of Wrath</i> by John Steinbeck (810L) 4 pages</p> <p>Screenplay from <i>The Grapes of Wrath</i> by Nunnally Johnson 4 pages</p>	Analyzing Point of View (202, 206)	Identifying Literary Devices (208)	Analyzing Two Interpretations of a Story (210)	Using Semicolons (216)	<p>Response Journal (206)</p> <p>Write a paragraph—writing techniques used by the author (209)</p> <p>Write an essay—analyze dramatic elements in the screenplay (215)</p>	<p>Choose a side to an argument and justify it (208)</p> <p>Compare a text with a screenplay (215)</p>	<p>Dramatic Interpretation</p> <p>Timed Literary Analysis (217)</p>	<p>Create a pictorial representation</p> <p>Suggested full texts: <i>The Grapes of Wrath</i>; <i>Nature</i>; <i>Walden</i></p>	Analyzing how the author's craft contributes to tone (219)
<p>Chapter 11 Novel from <i>The War of the Worlds</i> by H.G. Wells (940L) 3 pages 5 pages</p> <p>Radio Broadcast from "The War of the Worlds" by Orson Welles 5 pages</p>	Identifying Point of View (224, 227)	Analyzing Theme (229)	Analyze an Interpretation of a Novel (235)	Subject-Verb Agreement (240)	<p>Response Journal (227)</p> <p>Write several paragraphs—describe the theme (234)</p>	<p>Discuss theme based on context clues (227)</p> <p>Discuss how well the story reveals the theme (234)</p>	<p>Research Paper (242)</p> <p>Modern Adaptation (243)</p>	<p>Research</p> <p>Film suggestion: <i>The War of the Worlds</i></p> <p>Gather evidence and draw conclusions (243)</p>	Identifying the narrator's point of view, analyzing theme (244)
<p>Chapter 12 Novel from <i>Jazz</i> (1200L) by Toni Morrison 5 pages</p> <p>Poetry from "Advertisement for the Waldorf-Astoria" by Langston Hughes (750L) 4 pages</p>	Identifying Main Idea (249, 253)	Determining Theme (255)	Author's Use of Juxtaposition (257)	Using Dashes (263)	<p>Response Journal (253)</p> <p>Write a paragraph—state the theme (256)</p>	<p>Share events and what they mean (254)</p> <p>Peer review classmates' paragraphs on theme (256)</p>	<p>Digital Presentation</p> <p>Brochure (264)</p>	<p>Research</p> <p>Suggested full texts: <i>Beloved</i>; <i>Jazz</i>; <i>Paradise</i></p>	Identifying main ideas, identifying symbols, imagery, figurative language, and tone

UNIT 3 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 13 Historical Document from National Labor Relations Act (2100L) 3 pages</p> <p>Speech from Franklin Roosevelt's Statement on the National Industrial Recovery Act (1360L) 3 pages</p>	Identifying and Understanding Key Words in a Nonfiction Text (271, 273)	Analyzing Nonfiction (274)	Using Metacognition (276)	Using the Dictionary (280)	<p>Response Journal (273)</p> <p>Write a few sentences—use new words (274)</p> <p>Write a paragraph—summarize a text (275)</p>	Discuss common thoughts on the text (280)	<p>Document-Based Question Essay (282)</p> <p>Roundtable Discussion (283)</p>	<p>Watch a video</p> <p>Research posters</p> <p>Research (285)</p>	Using context to determine meanings of words (286)
End of Unit	<p>Writing Process Assignment: Writing a Critical Lens Essay—Discuss two works from the unit (287–297)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (298–304)</p>								

UNIT 4 Essential Question How do we protect freedom in the modern world?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 14 Novel from <i>Fahrenheit 451</i> by Ray Bradbury (750L) 7 pages</p> <p>Novel from <i>1984</i> by George Orwell (540L) 2 pages</p>	Analyzing Characters (308, 314)	Analyzing Characters' Interactions (315)	Synthesizing Texts (316)	Misplaced Modifiers (320)	Response Journal (314) Write several paragraphs—describe a character (316)	Compare the two texts (320)	Create a Dystopian Society Finish the Story (321)	Make a prediction Suggested full texts: <i>Fahrenheit 451</i> ; <i>1984</i> ; <i>Harrison Bergeron</i> ; <i>The House of the Scorpion</i> ; <i>The Hunger Games</i> ; <i>The City of Ember</i> Research (322)	Make an inference; analyze interactions between characters (323)
<p>Chapter 15 Speech from Speech at the Berlin Wall by President John F. Kennedy (1480L) 3 pages</p> <p>Speech from Remarks from the Brandenburg Gate by President Ronald Reagan (1050L) 3 pages</p>	Speaker's Purpose (327, 331)	Analyzing Claims (332)	Comparing Rhetoric (334)	Foreign Words and Phrases (336)	Response Journal (331) Write a few paragraphs—restate the central claim (334)	Share your statement of the central claim (334)	Develop a Public Service Announcement (337) Speech (338)	Watch videos of these speeches Research Song suggestion: <i>Nikita</i>	Analyze how figurative language and rhetoric are used to support claims (340)
<p>Chapter 16 Novel from <i>Into the Sky with Diamonds</i> by Ronald P. Grelssamer (660L) 5 pages</p>	Main Ideas (344, 348)	Understanding Unfamiliar Words (349)	Analyzing Different Interpretations of a Scene (350)	Avoiding Redundant Language (353)	Response Journal (348) Write a few paragraphs—compare and contrast text vs. photograph (352)	Peer review classmates' analyses of text vs. photograph (352)	Pictorial Presentation (355) Historical Fiction Story (356)	Watch moon landing videos Research Film suggestion: <i>The Right Stuff</i>	Infer meanings of unfamiliar words (357)
<p>Chapter 17 Novel from <i>The Things They Carried</i> by Tim O'Brien (1110L) 3 pages</p>	Identifying Theme (361, 363)	Author's Style (365)	Exploring Point of View (366)	Understatement (367)	Response Journal (363) Write a paragraph—how style fits theme (366)	Discuss how writing style was appropriate (366)	Write an Interpretation of <i>The Things They Carried</i> Comparison/Contrast Essay (368)	Research Suggested full texts: <i>The Red Badge of Courage</i> ; <i>An Occurrence at Owl Creek Bridge</i> ; <i>A Farewell to Arms</i> ; "Soldier's Home" Film suggestions: <i>Gettysburg</i> ; <i>Glory</i> ; <i>Midway</i> ; <i>Flags of Our Fathers</i> (369)	Analyzing the theme, identifying author's style, determine point of view (370)

UNIT 4 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 18 Supreme Court Decision from <i>Tinker v. Des Moines Independent Community School District</i> (1550L) 6 pages</p> <p>Supreme Court Dissenting Opinion from <i>Tinker v. Des Moines Independent Community School District</i> 5 pages</p>	Structure of a Court Decision (374, 380)	Analyzing an Argument (383)	Dissenting Arguments (384)	Fragments (391)	Response Journal (380) Write a paragraph—summarize the court decision (382)	Peer review summaries of the court decision (382)	Write a Case Opinion (392) Roundtable Discussion (393)	Film suggestion: <i>12 Angry Men</i> Research (393)	Make inferences about arguments in a text (394)
End of Unit	<p>Writing Process Assignment: Writing an Argument Analysis—Freedom (396–403)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (404–408)</p>								