

Ganado Unified School District #20

(English/11)


PACING Guide SY 2022-2023

Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
4 weeks Text (Current event news articles, historical speeches Including but not limited to: Speeches: Fredrick Douglass' "What the fourth of July means to the Negro", Kennedy Inauguration speech, "Ain't I A Woman" by Sojourner Truth Poems: "The Conqueror Worm" by Edgar Allan Poe, "The Red Wagon" by William Carlos Williams , anything by Langston Hughes, anything by Anne Sexton Short Stories: "A Man to Bring Rain Clouds" by Leslie Marmon Silko ,	UNIT 1: Analyze and Write about it Reading Standards for Literature 9-12 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3) 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 <i>faction</i> in <i>Federalist No. 10</i>). (11-12.RL.4) Reading Standards for Informational Text 9-12 Cite strong and thorough textual evidence to support analysis of what the text says	How do we write better? What makes writing good? How do we identify an author's purpose? How do we respond to other people's writing? 11.RL.1, 11.RI.1, 11.RL.3, 11. RI. 2 RememberDOK1- Recall and reproduction Understand DOK1 Recall Understand DOK2 Application Analyze DOK 1 Recall	<ul style="list-style-type: none"> • I will read for understanding of plot, and literary elements and plot it in a graphic organizer • I will discuss the themes and symbols of the story • I will apply the story to other uses- where do I see this other places • I will categorize the characters into groups, and the relationships between those characters • I will use the text to cite examples when I explain my ideas 	Literary analysis Rhetoric Audience Speaker Purpose Occasion Tone Subject Thesis Evaluate

<p>“Women hollering Creek” by Sandra Cisneros, Essays: “The Lowest Animal” by Mark Twain. Selections also from units 1, 2, & 3 of <u>My Perspectives</u></p> <p>ACT Vocabulary Lists</p>	<p>explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RI.1) 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. (11-12.RI.2) 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 <i>faction</i> in <i>Federalist No. 10</i>). (11-12.RI.4)</p> <p>Standards for Writing 9-12</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships 	<p>Analyze DOK2 Application Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Create DOK 2</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce Communication</p>	<ul style="list-style-type: none"> • I will explain my inferences using the text • I will create a plot line of events in the story • I will discuss what a theme is and what that means to me • I will learn what the MLA is and why I need to use it. • I will understand what plagiarism is and why I can’t simply copy and paste. • I will use graphic organizers to diagram the story and organize my ideas • I will symbolize an image of irony in my notes with a picture • I will discuss sarcasm, irony, and allegory with a partner • I will discuss sarcasm, irony, and allegory with the class • I will list uses of sarcasm/irony in the story/article/essay/poem • I will explain the use of sarcasm/irony in the scene 	<p>Irony</p> <p>Elucidate</p> <p>Plagiarism Fallacy</p> <p>Paradox</p> <p>Conjunction</p> <p>Writer’s Notebook</p> <p>SOAPSTone</p>
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	<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1)</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly. (11-12.L.2)</p>		<ul style="list-style-type: none"> I will use sarcasm, irony, or understatement in conversation 	
<p>1st quarter 5 weeks September-early October</p> <p>Texts: <u>The Crucible</u>, Articles on Navajo Witch Hunt, Salem witch trials, McCarthy trials, Anti-Muslim attitude article from Oct. 2016</p> <p>Resources: <u>The Crucible</u>(movie), <u>The Majestic</u> (movie), websites, webquest, teacher's guide, computer, <u>My Perspectives</u> text book</p>	<p>Unit 2: Stop! Think! Read between the lines!- <u>The Crucible</u></p> <p>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. (11-12. RL.1)</p> <p>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. (11-12.RL.2)</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3)</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant</p>	<p>How do people prevent mass panic/fear?</p> <p>Why do people become afraid of what they don't know?</p> <p>What happens when rumors get out of control?</p> <p>How do we stop/prevent hysteria?</p> <p>Why do we have these outbreaks of behavior?</p> <p>11.RL.1, 11.RL.2, 11.RL.3 11.RL.6, 11.RL.7, 11.W.1</p> <p>Remember DOK1- Recall and reproduction</p>	<ul style="list-style-type: none"> I will research about the Red Scare, McCarthyism, and the Salem Witch Trials I will examine my audience and write for them I will explain the similarities between the Red Scare, McCarthyism, and the Salem Witch Trials I will develop an argument that is focused and purposeful to the task at hand I will keep a formal style while debating, writing my arguments I will develop an argument on my views about a character and use textual support I will introduce my argument and create reasons why I am correct I will keep a formal style while debating, writing my arguments 	<p>McCarthyism</p> <p>Allegory</p> <p>Metaphor</p> <p>Irony</p> <p>Sarcasm</p> <p>Didactic</p> <p>Drama</p> <p>Hysteria</p> <p>Panic</p> <p>Puritanism</p> <p>Analyze</p>


	<p>(e.g., satire, sarcasm, irony, or understatement). (11-12.RL.6) 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. (11-12.RL.7) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1)</p>	<p>Understand DOK1 Recall Understand DOK2 Application Analyze DOK 1 Recall Analyze DOK2 Application Analyze DOK 3 Strategic Thinking Evaluation DOK 1 Recall Evaluation DOK2 Application/Concept Evaluation DOK3 Strategic Thinking Creation DOK2/3</p>	<ul style="list-style-type: none"> • I develop claims that are detailed and supported by textual evidence • I will apply/compare that to another era in world history/literature • I will read informational essays/newspaper articles about the Red Scare • I will evaluate websites about the Salem Witch Trials, McCarthy Era, and Red Scare • I will discuss sarcasm, irony, and allegory with a partner • I will discuss sarcasm, irony, and allegory with the class • I will symbolize an image of irony in my notes with a picture • I will list uses of sarcasm/irony in the scene • I will explain the use of sarcasm/irony in the scene • I will use sarcasm, irony, or understatement in conversation • I will understand why authors choose different ways to explain different things • I will rewrite a scene from the play using prose instead of dramatic dialogue • I will discuss in class why a play is more powerful for this topic than reading a story • I will critique my reaction to the style of the play and compare it to what I know of effective writing styles • I will create a plot line of events in the story 	<p>Comparison</p> <p>Theme</p> <p>Social Justice</p> <p>Cause-Effect</p>
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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7)</p>		<ul style="list-style-type: none"> • I will discuss what a theme is and what that means to me • I will use graphic organizers to diagram the story and organize my ideas • I will summarize each scene and act of the play • I will read for understanding of plot, and literary elements and plot it in a graphic organizer • I will discuss the themes and symbols of the story • I will apply the story to other uses- where do I see this other places • I will categorize the characters into groups, and the relationships between those characters • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text • I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme • I will summarize each scene/act of the play 	
Second Quarter				
<p>2 weeks October</p> <p>Textbook, Declaration of Independence, Patrick Henry's Speech to the Virginia Convention,</p>	<p>Unit 3: Building the American Dream?</p> <p>Reading Standards for Literature 9-12</p>	<p>How do people make their views known?</p> <p>How does a speaker know how to move an audience?</p>	<ul style="list-style-type: none"> • I will summarize key texts into themes/slogans • I will research a writer/ speaker connected to a selected 	<p>Enlightenment</p> <p>Analyze</p> <p>Structure</p>

<p>Ben Franklin's platitudes, Susan B. Anthony's "The Right's of Women", "Brown vs Board of Education Opinion of the Court" vs "Was Brown vs Board a Failure" Textbook Movie 1776, <i>School House Rock,</i> <i>selected texts from John Locke, and Samuel Johnson (scotsman)</i></p>	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3) 11-12 Reading Informational Texts. 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-12.RI.7) Writing Standards 9-12 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 claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to</p>	<p>How can a speaker manipulate an audience?</p>	<p>text and will report back to the class about the author</p> <ul style="list-style-type: none"> • I will develop an argument that is focused and purposeful to the task at hand • I will examine my audience and write for them • I will keep a formal style while debating, writing my arguments • I will develop an argument on my views and use textual support • I will introduce my argument and create reasons why I am correct • I will keep a formal style while debating, writing my arguments • I will develop claims that are detailed and supported by textual evidence • I will understand why authors choose different ways to explain different things • I will create varied forms of "new" media from original text sources 	<p>Didactic Evaluate Evidence Parallelism Argument</p>
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	<p>the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)</p>			
<p>2-3 weeks October</p> <p>Poetry: Emily Dickinson, Thoreau’s “Old Marlborough Road” Emma Lazarus’ “New Colossus”, “War is Kind” by Stephen Crane, Walt Whitman</p> <p>Essays: “Gettysburg Address”, “I Will Fight No More</p>	<p>Unit 4: Exploring the American Dream</p> <p><i>Reading Literature: Key Idea and Details</i></p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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. (11-12.RL.2)</p>	<p>What do you stand for?</p> <p>Do People trust you? Should they?</p> <p>Why do you do the things you do? Your motivations?</p>	<ul style="list-style-type: none"> • I will read for understanding of plot, and literary elements. • I will discuss the themes and symbols of the story • I will apply the story to other uses • I will categorize the characters, themes, and events into groups • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text 	<p>literary analysis</p> <p>satire</p> <p>allegory</p> <p>transcendentalism</p> <p>romanticism</p> <p>gothic</p> <p>epiphany</p>

<p>Forever”, “Walden’, and short stories: Devil and Daniel Webster, from the 1800s, internet webquest, internet, graphic organizer, word processing,</p>	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3)</p> <p><i>Reading informational Text: Craft and Structure</i></p> <p>11.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><i>Writing: Research to Build and Present Knowledge</i></p> <p>11.W. 2</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that 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.</p> <p>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.</p>		<ul style="list-style-type: none"> • I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will understand the author’s choices of style and structure • I will explain why the structure of a story impacts the story • I will contrast the elements of the story with other stories • I will critique the author’s use of literary elements and styles and their effectiveness • I will discuss what a theme is and what that means to me • I will use graphic organizers to diagram the story and organize my ideas • I will create a physical paper chain of textual citations of a theme • I will analyze the structure of the writing to evaluate effectiveness 	
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	<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>11-W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two</p>		<ul style="list-style-type: none"> • I will organize thoughts in a graphic organizer about the author's arguments • I will identify and explain examples from the text that exemplifies the structure and arguments. • I will use both literary and expository texts to explain my thoughts. 	
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	or more texts from the same period treat similar themes or topics").			
4 weeks Late Oct-December <u>Huck Finn</u> Textbook, computer, projector,	<p>Unit 5: Searching for the Dream? <i>Reading Standards for Literature 9–12</i></p> <p>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. (11-12.RL.1)</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3)</p> <p>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. (11-12.RL.2)</p> <p>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. (11-12.RL.7)</p> <p>Writing Standards 9-12</p> <p>11-12 Writing.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</p>	Who am I? How do I stand up for what is right, when society is wrong? How do you fight prejudice?	<ul style="list-style-type: none"> • I will develop an argument on my views about a character and use textual support • I will introduce my argument and create reasons why I am correct • I will keep a formal style while debating, writing my arguments • I develop claims that are detailed and supported by textual evidence • I will read analyses of the text and argue whether I agree or disagree with the ideas. • I will read other timely readings that will help explain why Twain wrote the way he did and be able to explain how he did that in the text. • I will apply/compare that to another era in world history/literature • I will read for understanding of plot, and literary elements. • I will discuss the themes and symbols of the story • I will categorize the characters into groups 	Satire Sarcasm Allegory Regionalism Ethics Social Justice Epiphany Diction Irony Social Hypocrisy Hypocrite

	<p>logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations,</p>		<ul style="list-style-type: none"> • I will use the text to cite examples when I explain my ideas • I will explain my inferences using the text • I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will understand why authors choose different ways to explain different things 	
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	envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)			
Third Quarter				
3rd Quarter: 4-5 weeks Edgar Allan Poe short stories. "The Red-Headed League" by Sir Arthur Conan Doyle Mystery novels, The Maltese Falcon, The Murder on the Orient Express, movies, Clue board game	UNIT 6: Everyone loves a puzzle Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3) 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. (11-12.RL.5) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11-12.RL.6) 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. (11.RL.10) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance,	Edgar Allan Poe is the creator of the modern detective story- Why don't we have great literary American Detectives? When things get difficult, how do you solve the puzzle? What inspires you to push through doubt or frustration? Do you pursue your targets with the doggedness of a great sleuth?	<ul style="list-style-type: none"> I will use graphic organizers to keep track of the clues that the author provides and analyze them. I will understand how an author's choices in structure and understatement effect the reader's perception. I will read on my own and conduct research on my author. I will use foreshadowing to predict who the villain is in my book I will use graphic organizers to create my own mystery I will create a mystery of my own. I will critique someone else's writing I will publish my mystery according to MLA guidelines on appropriate channels. I will present the mystery I read, and did author research on, to the class 	Logic Fallacy Motis Operandi Red Herring Motif Sleuth Detective Hero Anti-hero

	<p>establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3)</p>			
<p>2 weeks</p> <p>(End of Feb-March)</p> <p><u>The Great Gatsby</u>, internet webquest, internet, graphic organizer, word processing, 1964 Gatsby version, 2013 Gatsby Version. Teacher's guide</p>	<p>Shattering the American Dream <i>Reading Literature: Key Idea and Details</i> 11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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. (11-12.RL.2) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how</p>	<p>Do People trust you? Should they? When do you give up on love? Why do you do the things you do? Your motivations?</p>	<p>I will contrast the elements of the story with other stories I will critique the authors use of literary elements and styles and their effectiveness I will discuss what a theme is and what that means to me I will use graphic organizers to diagram the story and organize my ideas I will create a physical paper chain of textual citations of a theme</p>	<p>Stream of Consciousness</p> <p>Roaring Twenties</p> <p>Jazz Age</p> <p>Comparison</p> <p>Analyze</p> <p>Structur(e/ally)</p> <p>Valid</p> <p>Reliability</p>

	<p>the characters are introduced and developed). (11-12.RL.3)</p> <p>Reading informational Text: Craft and Structure</p> <p>11.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>11.W. 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>		<p>I will summarize each chapter of the story</p> <p>I will take Cloze notes on the articles about the Jazz Age</p> <p>I will analyze the structure of the writing to evaluate effectiveness</p> <p>I will organize thoughts in a graphic organizer about the author's arguments</p> <p>I will identify and explain examples from the text that exemplifies the structure and arguments.</p> <p>I will research about the Jazz Age, F. Scott Fitzgerald, and related topics</p>	<p>Bias</p> <p>Research Paper</p> <p>Subjective</p> <p>Speakeasy</p> <p>Foil</p> <p>Antithesis</p> <p>Perception</p> <p>Infer</p> <p>Anti-Hero</p>
Fourth Quarter				
<p>4th Quarter</p> <p>4 weeks (April- May)</p> <p><u>Farewell to Manzanar</u> internet, webs, word processing, NPS Teacher's guide to Manzanar, Teacher's Guide,</p>	<p>UNIT 10: Enduring Dreams</p> <p>Reading Literature: Key Idea and Details</p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how</p>	<p>How do you deal with prejudice?</p> <p>Who are you?</p> <p>How do you fight back when everyone is against you?</p> <p>How do you overcome your enemies?</p>	<ul style="list-style-type: none"> I will read for understanding of plot, and literary elements. I will discuss the themes and symbols of the story I will apply the story to other uses I will categorize the characters into groups I will use the text to cite examples when I explain my ideas 	<p>Internment camp</p> <p>Propaganda</p> <p>Racism</p> <p>Parallel</p> <p>Executive orders</p> <p>Memoir</p>

<p>Videos, photos from Manzanar and Minidoka,</p>	<p>the characters are introduced and developed). (11-12.RL.3)</p> <p><i>Writing: Text types and purposes</i> 11-12. W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (11-12.W.4) Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)</p> <p><i>Research to Build and Present Knowledge:</i> 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. (11-12.W.8)</p>	<p>Is a memoir partly fictional?</p> <p>How do you move beyond hatred, fear, and prejudice?</p> <p>How do you forgive so it doesn't happen again?</p>	<ul style="list-style-type: none"> • I will explain my inferences using the text • I will create a visual representation that symbolizes a theme or symbol of the story and use citation to support the visualization of that theme • I will create a plot line of events in the story • I will understand the author's choices of style and structure • I will explain why the structure of a story impacts the story • I will contrast the elements of the story with other stories • I will categorize the themes into groups • I will critique the author's use of literary elements and their effectiveness • I will look at why an author uses certain styles, words, etc • I will explain my ideas on a topic in written form paragraph and essay • I will give multiple reasons for my ideas • I will support my ideas with evidence from literary and expository sources 	<p>Due Process</p> <p>Barrack</p> <p>Evacuation</p> <p>Perception</p>
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			<ul style="list-style-type: none"> I will not use personal pronouns when expressing my ideas in written form. 	
4-5 weeks Novel: Fahrenheit 451 Teacher guide Fahrenheit 451 video	Unit 11: “A Man who will give up a little liberty for security, deserves neither” Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.1 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.2. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.3	Why do people give up freedom for security? What makes people change their entire outlook on life? How does someone who could be considered a villain become a hero? Foundations of Learning	<ul style="list-style-type: none"> I will develop a plot line through my reading. I will evaluate how the characters effect the plot (sequence of events) in the story. I will explain my inferences using the text. I will create a public service announcement that speaks out to the banning or burning of books/ideas 	Symbolism Allegory Propaganda Explicit Contrast Compare Application Refine Intrinsic Fundamental Generalization