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| **11th Grade – Where Am I Going?**  **Unit 1 – Do we find or create our true selves?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards**  **and**  **ACT College Readiness Standards** | Key Ideas & Details  1 – cite textual evidence/draw inferences  2 – determine central ideas/themes/summarize  3 – analyze characters | 2 – informative/explanatory  3 – narrative integrated into informative/explanatory  7 – short/sustained research | | 2 – diverse media formats  4 – presentation of information | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • topic development  • sentence structure/formation  • conventions of usage |
| [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus)  • main ideas and author's approach  • supporting details  • generalizations and conclusion |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *The Great Gatsby*\* – F. Scott Fitzgerald  or  *The Awakening* – Kate Chopin | | *The Great Gatsby*\* - F. Scott Fitzgerald | | |
| **Terminology** | •analysis •inference •theme/ universal idea •characterization implicit/explicit | | | | |
| **Writing** | • Informative/Explanatory  - with integrated narrative elements  • Informative/Explanatory focused writing (On Demand, writing task, timed, etc.) | | | | |
| **Research** | • Focus – credibility of sources, introducing and excerpting a quote – integrating the quote into the writing (find it- support it- effectively integrate it)  • Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |
| **Authentic Community Connection** | • Students work toward identifying a national service learning project that they can implement. Students research and gather information about how this project can benefit the nation and themselves. | | | | |

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| **11th Grade – Where Am I Going?**  **Unit 2 – What do I want out of life?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAS Standards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards**  **and**  **ACT College Readiness Standards** | Craft & Structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view | 2 – informative/explanatory  3 – narrative integrated into informative/explanatory  8 – gather sources | | 6 – adapt speech to contexts | 2a – hyphenation  [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • organization, unity, &  coherence  • word choice  • conventions of punctuation |
| [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus)  • sequential, comparative, and cause-effect  relationships  • meaning of words |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *Their Eyes Were Watching God*\* – Zora Neale Hurston  or  *The Alchemist* – Paulo Coelho | | *A Raisin in the Sun*\* – Lorraine Hansberry | | |
| **Terminology** | •figurative language •diction •connotation •denotation jargon nuance text structure  aesthetic impact rhetoric | | | | |
| **Writing** | • Informative/Explanatory (continuation from Unit 1)  - with integrated narrative elements  • Informative/Explanatory focused writing (On Demand, writing task, timed, etc.) | | | | |
| **Research** | • Focus – credibility of sources, introducing and excerpting a quote – integrating the quote into the writing (find it – support it – effectively integrate it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |
| **Authentic Community Connection** | • Students work toward identifying a national service learning project that they can implement. Students research and gather information about how this project can benefit the nation and themselves. | | | | |

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| **11th Grade – Where Am I Going?**  **Unit 3–Do people get what they deserve?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards**  **and**  **ACT College Readiness Standards** | Integration of Knowledge and Ideas  7 – analyze in two different mediums  8 – delineate/evaluate argument and claims  9 – analyze source material | 1 – argument  3 – narrative integrated into argument  7 – short/sustained research | | 3 – evaluate speaker’s point of view | 1, 2.b - conventions  [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • topic development  • sentence structure/formation  • conventions of usage |
| [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus)  • main ideas and author's approach  • supporting details  • generalizations and conclusion |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *The Scarlett Letter* – Nathaniel Hawthorne  or  *The Crucible –* Arthur Miller  or  *The Grapes of Wrath\** – John Steinbeck | | *The Scarlett Letter* – Nathaniel Hawthorne  or  *The Crucible* – Arthur Miller | | |
| **Terminology** | •argument •claim •counterclaim rebuttal fallacy inductive reasoning deductive reasoning generalization overgeneralization rhetorical devices (repetition, parallel structure, concession, etc.) | | | | |
| **Writing** | • Argument  - with integrated narrative elements  • Argument focused writing (On Demand, writing task, timed, etc.) | | | | |
| **Research** | • Focus – credibility of sources, introducing and excerpting a quote – integrating the quote into the writing (find it- support it -effectively integrate it)  • Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |
| **Authentic Community Connection** | • Students work toward implementing a national service learning project.  • On-going student reflection should be an important component of this process. | | | | |

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| **11th Grade – Where Am I Going?**  **Unit 4–How will today affect tomorrow?**  Lexile Range 1215-1355 | | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards**  **and**  **ACT College Readiness Standards** | Craft & Structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view | 1 – argument  3 – narrative integrated into argument  8 – gather sources  4 – clear and consistent writing  5 – writing process  6 – technology to produce | | 2 – diverse media formats  5 – make strategic use of digital media | 3.a – syntax  [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • organization, unity, &  coherence  • sentence structure/formation  • conventions of punctuation |
| [ACT College Readiness Reading Standards](http://www.act.org/standard/planact/reading/)  (click link above to see standards and determine specific focus)  • sequential, comparative, and cause-effect  relationships  • meaning of words |
| **Major Text** | **Advanced** | | **Honors/Comprehensive** | | |
| *Reading Literature Like A Professor* – Thomas Foster | | *The Things They Carried* – Tim O’Brien  or  *September 11, 2001: Attack on New York City* – Wilborn Hampton | | |
| **Terminology** | •mood •tone •archetype •syntax extended metaphor | | | | |
| **Writing** | • Continue Argument and/or teacher choice – recommend a technology-based project  • Compile portfolio | | | | |
| **Research** | • Focus – credibility of sources, introducing and excerpting a quote – integrating the quote into the writing (find it- support it -effectively integrate it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | | |
| **Authentic Community Connection** | • Students implement a national service learning project.  • On-going student reflection should be an important component of this process. | | | | |

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