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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 & Details1 – cite textual evidence/draw inferences2 – determine central ideas/themes/summarize3 – analyze characters | 2 – informative/explanatory3 – narrative integrated into informative/explanatory7 – short/sustained research | 2 – diverse media formats4 – 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 Fitzgeraldor*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.  |

 • indicates word introduced in previous unit

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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 & Structure4 – determine meanings of words and phrases5 – analyze structure6 – analyze point of view | 2 – informative/explanatory3 – narrative integrated into informative/explanatory8 – 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 Hurstonor*The Alchemist* – Paulo Coelho | *A Raisin in the Sun*\* – Lorraine Hansberry |
| **Terminology** | •figurative language •diction •connotation •denotation jargon nuance text structureaesthetic 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 Ideas7 – analyze in two different mediums8 – delineate/evaluate argument and claims 9 – analyze source material | 1 – argument3 – narrative integrated into argument7 – 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 Hawthorneor*The Crucible –* Arthur Milleror*The Grapes of Wrath\** – John Steinbeck | *The Scarlett Letter* – Nathaniel Hawthorneor*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 & Structure4 – determine meanings of words and phrases5 – analyze structure6 – analyze point of view | 1 – argument3 – narrative integrated into argument8 – gather sources4 – clear and consistent writing 5 – writing process 6 – technology to produce  | 2 – diverse media formats5 – 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’Brienor*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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