

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;">Legend</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">Unit No.</div> <div>← sequence of units</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">(_ days)</div> <div>← number of days (or class periods)</div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Unit Topic</div> </div>		Unit 1 (20 days)	Unit 2 (20 days)	Unit 3 (27 days)	Unit 4 (20 days)	Unit 5 (15 days)	Unit 6 (25 days)	Unit 7 (15 days)
		Introduction to English 11: Persuading with Style	Poe's Psychological Journey of Self	Looking for Zora	Critical Encounters with The Great Gatsby	Drama and Politics	Research	Speeches
English 11 Course Objectives								
A. Reading								
1. Reading Across the Curriculum								
a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)				✓	✓	✓	✓	
b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)				✓	✓	✓	✓	
c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms				✓	✓		✓	
2. Reading Strategies								
a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts								
b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)							✓	
c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions								
d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts								
e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework								
3. Knowledge of Literary and Nonliterary Forms								
a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts				✓	✓		✓	
b. Read contrasting literary works (e.g., romantic and ironic, comic and tragic) and determine how the forms influence structure and movement within the texts (e.g., reading William Shakespeare's tragic play <i>Hamlet</i> and Tom Stoppard's comedic play <i>Rosencrantz and Guildenstern Are Dead</i>)				✓	✓		✓	
c. Read dramatic literature (e.g., <i>M. Butterfly</i> , <i>The Night Thoreau Spent in Jail</i>) and analyze its conventions to identify how they express a writer's meaning					✓			
d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)				✓				
4. Influences on Texts								
a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Arthur Miller's play <i>The Crucible</i> as a comment on the McCarthy era)				✓	✓			
b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the quest for the holy grail as depicted in Terry Gilliam's film <i>The Fisher King</i>)								
c. Explain the effects of the author's life upon his or her work (e.g., Alexander Solzhenitsyn's experience in the gulag as reflected in his novel <i>One Day in the Life of Ivan Denisovich</i>)				✓				
5. Author's Voice and Method								
a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts								
b. Recognize an author's choice of narration and evaluate how it affects characterization and credibility in increasingly challenging texts								
c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts				✓	✓			
d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts				✓	✓			

	Unit 1 (20 days)	Unit 2 (20 days)	Unit 3 (27 days)	Unit 4 (20 days)	Unit 5 (15 days)	Unit 6 (25 days)	Unit 7 (15 days)
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Legend</p> <p>Unit No. ← sequence of units</p> <p>(_ days) ← number of days (or class periods)</p> <p>Unit Topic</p> </div> <p>English 11 Course Objectives</p>	Introduction to English 11: Persuading with Style	Poe's Psychological Journey of Self	Looking for Zora	Critical Encounters with The Great Gatsby	Drama and Politics	Research	Speeches
A. Reading (cont)							
5. Author's Voice and Method (cont)							
e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts				✓	✓		
f. Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze the treatment of Africa in Chinua Achebe's novel <i>Things Fall Apart</i> and Joseph Conrad's novel <i>Heart of Darkness</i>)				✓	✓		
g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts					✓		✓
h. Identify the author's stated or implied purpose in increasingly challenging texts				✓	✓		
6. Persuasive Language and Logic							
a. Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches					✓		✓
b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities							✓
c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources							✓
d. Distinguish between fact and opinion, basing judgments on evidence and reasoning							✓
7. Literary Criticism							
a. Select and apply to increasingly challenging texts the relevant terms (e.g., <i>archetype</i> , <i>oedipal</i> , <i>hegemony</i>) from a number of critical theories				✓			
b. Evaluate a work of literature from a variety of perspectives (e.g., applying a feminist perspective to Kate Chopin's novel <i>The Awakening</i>)				✓	✓		
c. Read literary criticism to learn different ways of interpreting increasingly challenging literary texts				✓	✓		
8. Words and Their History							
a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)							✓
b. Infer word meanings by analyzing relationships between words in analogical/metaphorical statements in increasingly challenging texts							✓
c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words							✓
d. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts							
e. Comprehend foreign words and phrases in texts that are commonly used in English				✓			
f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the garden of Eden as it is used in Thomas Hardy's novel <i>Tess of the D'Urbervilles</i>) in increasingly challenging texts							
g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language						✓	✓
h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts				✓			

	Unit 1 (20 days)	Unit 2 (20 days)	Unit 3 (27 days)	Unit 4 (20 days)	Unit 5 (15 days)	Unit 6 (25 days)	Unit 7 (15 days)
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;">Legend</p> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Unit No.</div> ← sequence of units </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">(_ days)</div> ← number of days (or class periods) </div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Unit Topic</div> </div>	Introduction to English 11: Persuading with Style	Poe's Psychological Journey of Self	Looking for Zora	Critical Encounters with The Great Gatsby	Drama and Politics	Research	Speeches
English 11 Course Objectives							
B. Writing							
1. Writing Process							
a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information						✓	
b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)						✓	✓
c. Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions						✓	
d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product						✓	
2. Modes of Writing for Different Purposes and Audiences							
a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect					✓		
b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples						✓	
c. Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods				✓	✓		
d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors				✓	✓		
e. Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task				✓		✓	
3. Organization, Unity, and Coherence							
a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing				✓	✓	✓	
b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence				✓		✓	
c. Add important information and delete irrelevant information and details to more clearly establish a central idea							
d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes					✓		
e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing				✓	✓	✓	
4. Sentence-Level Constructions							
a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction				✓	✓		
b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect					✓	✓	
c. Use parallel structure to present items in a series and items juxtaposed for emphasis							
d. Evaluate own sentence style by identifying common sentence patterns and constructions				✓	✓	✓	
e. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice				✓			
f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose				✓		✓	
g. Use strong action verbs, sensory details, vivid imagery, and precise words					✓		

	Unit 1 (20 days)	Unit 2 (20 days)	Unit 3 (27 days)	Unit 4 (20 days)	Unit 5 (15 days)	Unit 6 (25 days)	Unit 7 (15 days)
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;">Legend</p> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Unit No.</div> ← sequence of units </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">(_ days)</div> ← number of days (or class periods) </div> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">Unit Topic</div> </div>	Introduction to English 11: Persuading with Style	Poe's Psychological Journey of Self	Looking for Zora	Critical Encounters with The Great Gatsby	Drama and Politics	Research	Speeches
English 11 Course Objectives							
B. Writing (cont)							
5. Conventions of Usage							
a. Correctly spell commonly misspelled/confused words				✓	✓	✓	
b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity				✓	✓	✓	
c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb				✓	✓	✓	
d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)				✓	✓	✓	
e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified				✓	✓	✓	
f. Correctly use parts of speech				✓	✓		
6. Conventions of Punctuation							
a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)				✓	✓	✓	
b. Use punctuation correctly within sentences and words				✓	✓	✓	
c. Demonstrate correct use of capitalization				✓	✓	✓	
C. Research							
a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources					✓	✓	
b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation						✓	
c. Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective					✓	✓	
d. Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes					✓	✓	
e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)						✓	
f. Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines						✓	
D. Listening, Viewing, and Speaking							
1. Comprehension and Analysis							
a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions					✓		
b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements					✓		✓
c. Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts					✓		✓
d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event					✓		
e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience					✓		✓

		Unit 1 (20 days)	Unit 2 (20 days)	Unit 3 (27 days)	Unit 4 (20 days)	Unit 5 (15 days)	Unit 6 (25 days)	Unit 7 (15 days)						
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p style="text-align: center;">Legend</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Unit No.</td> <td style="padding: 2px;">← sequence of units</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">(_ days)</td> <td style="padding: 2px;">← number of days (or class periods)</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Unit Topic</td> <td></td> </tr> </table> </div>		Unit No.	← sequence of units	(_ days)	← number of days (or class periods)	Unit Topic		Introduction to English 11: Persuading with Style	Poe's Psychological Journey of Self	Looking for Zora	Critical Encounters with The Great Gatsby	Drama and Politics	Research	Speeches
Unit No.	← sequence of units													
(_ days)	← number of days (or class periods)													
Unit Topic														
English 11 Course Objectives														
D. Listening, Viewing, and Speaking (cont)														
2. Application														
a.	Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources						✓	✓						
b.	Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)						✓	✓						
c.	Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes						✓							
d.	Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources						✓							
e.	Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources							✓						
f.	Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings						✓	✓						
g.	Actively participate in small-group and large-group discussions, assuming various roles						✓							
E. Study Skills and Test Taking														
a.	Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted													
b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork													
c.	Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)				✓									
d.	Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy													