

2017-2018 ELA Curriculum Map Grade 11

| Reading Focus: Informational Writing Focus: Informative/Explanatory | Unifying Concept: Multiple Identities | Quarter 1 |
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| <p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>11.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>11. RI.2 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.</p> <p>11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</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> <ol style="list-style-type: none"> 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and | <p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>11.RL.5 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.</p> <p>11.RL.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</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>11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>11.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on | |

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| <p>supports the information or explanation presented.</p> <p>11.SL.2 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>11.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> | <p>a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>11.L.2 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.</p> | | |
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| AZCCRS | Student Standards | Selected Readings of Complex Text | Big Ideas |
| <p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p> | <p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 13 – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity</p> | <p>Adopted Anthology: <i>The Language of Literature, American Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Adventures of Huckleberry Finn, The</i>, Mark Twain <i>Jungle The</i>, Upton Sinclair <i>Of Mice and Men</i>, John Steinbeck <i>Rain of Gold, The</i>, Victor Villaseñor <i>Scarlet Letter, The</i>, Nathaniel Hawthorne <i>Up from Slavery</i>, Booker T. Washington</p> <p>Recommended Short Texts: Choose 3-5 “Civil Disobedience,” Henry David Thoreau, p. 369 “Interesting Narrative of the Life of Olaudah Equiano, The,” Olaudah Equiano, p. 93 “La Relacion,” Alvar Nunez Cabeza de Vaca, p. 72 “My Sojourn in the Land of My Ancestors,” Maya Angelou, p. 109 “Necessary to Protect Ourselves,” Malcolm X/Les Crane, p. 300 “Of Plymouth Plantation,” William Bradford, p</p> | <p>Enduring Understandings: <u>Reading:</u> The American Dream is the shared spirit of optimism and endless possibility, which results in the belief that anyone can succeed with hard work in America. <u>Writing:</u> Writers may explore a certain demographic, such as the affluent, the destitute, immigrants, etc. to explore the realities of life in America.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the American Dream and to what extent is it achievable or different for all Americans? 2. How has the American Dream changed over time? 3. How do people overcome adversity? |

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| | <p>groups. (JU.9-12.13)</p> <p>Action 18 — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree. (AC.9-12.18)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p> | <p>.81</p> <p>“Sinners in the Hands of An Angry God,” Jonathan Edwards, p. 152</p> <p>“Stride Toward Freedom,” Martin Luther King, Jr., p. 300</p> <p>“What is an American?” Michael-Guillaume Jean de Crevecoeur, p. 289</p> <p><i>Declaration of Independence</i>, Thomas Jefferson, p. 270</p> <p>Multicultural Extended Text Adoptions: <i>Gabi, a Girl in Pieces</i>, Isabel Quintero <i>Where Things Come Back</i>, John Whaley <i>Will Grayson, Will Grayson</i>, Green & Levithan <i>You Look Different in Real Life</i>, Jennifer Castle</p> | |
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| Instructional and Assessment Guides | | Additional Instructional Resources | |
| <p>Informative/Explanatory Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</p> <p>Informative/Explanatory Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</p> <p>DOK Levels http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</p> <p>DOK Stems http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</p> <p>Hess’s Matrix http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</p> <p>Socratic Seminar http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html</p> <p>MLA Guide from the Purdue Online Writing Lab https://owl.english.purdue.edu/owl/resource/747/01/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d</p> | | <p>Electronic and Alternative Media:</p> <p>Bill of Rights http://www.billofrightsintstitute.org/founding-documents/bill-of-rights/</p> <p>Preamble to Constitution http://constitutionus.com/</p> <p>Lincoln’s 2nd Inaugural Address http://www.bartleby.com/124/pres32.html</p> <p>Article on discussing “n-word”: http://www.tolerance.org/magazine/number-40-fall-2011/feature/straight-talk-about-n-word</p> <p>Will Grayson, Will Grayson Reading Guide: http://www.penguin.com/static/images/yr/pdf/tl-guide-will-grayson.pdf</p> <p>Of Mice and Men Lit Guide: http://www.litcharts.com/lit/of-mice-and-men</p> <p>Article: “Understanding American Culture: From Melting Pot to Salad Bowl” http://www.culturalsavvy.com/understanding_american_culture.htm</p> <p>Rain of Gold Downloadable E-book http://104.238.137.186/books/rain-of-gold/</p> <p>Teachers’ Guide for Gabi, a Girl in Pieces https://teachinglatinamericathroughliterature.wordpress.com/september-2015-gabi-a-girl-in-pieces/</p> | |

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| 87d42e7 | http://www.cincopuntos.com/files/gabi_a-girl-in-pieces_teachers_guide.pdf How to Make a Zine http://www.rookiemag.com/2012/05/how-to-make-a-zine/ http://www.instructables.com/id/Guide-To-Zine-Making/ | |
| Reading Focus: Literature Writing Focus: Argumentative | Unifying Concept: Resilience Despite Adversity | Quarter 2 |
| <p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>11.RL.1 Analyze and evaluate strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.</p> <p>11.RL.2 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.</p> <p>11.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>11.W.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 between claim(s) and reasons, between reasons and evidence, and | | <p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>11.RI.4 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>).</p> <p>11.RI.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.</p> <p>11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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 or more texts from the same period treat similar themes or topics"). Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). <p>11.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>11.L.4 Determine or clarify the meaning of unknown and multiple-meaning</p> |

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| <p>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>11.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <p>words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | | |
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| AZCCRS | Student Standards | Selected Readings of Complex Text | Big Ideas |
| <p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p> | <p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 13 – Students can explain the</p> | <p>Adopted Anthology: <i>The Language of Literature, American Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Raisin in the Sun, A</i>, Lorraine Hansberry <i>Awakening, The</i>, Kate Chopin <i>Catcher in the Rye, The</i>, J.D. Salinger <i>Grapes of Wrath, The</i>, John Steinbeck <i>Great Gatsby, The</i>, F. Scott Fitzgerald <i>Ma Rainey’s Black Bottom</i>, August Wilson <i>Old Man and the Sea, The</i>, Ernest Hemingway</p> <p>Recommended Short Texts: Choose 3-5 “America and I,” Anzia Yezierska, p. 863 “Coming of Age in Mississippi,” Anne Moody, p. 609 “How it Feels to Be Colored Me,” Zora Neale Hurston, p. 950</p> | <p>Enduring Understandings: <u>Reading:</u> American Literature explores the conflicts that have shaped our nation. <u>Writing:</u> Writers’ choice of words reflect their membership in various social, regional, and cultural groups.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> How do personal identities change as people move in and out of different communities, cultures, and contexts? In the face of adversity, what causes some individuals to prevail while others fail? How does culture and/or society shape an individual’s understanding or concept of happiness? How are people transformed through their relationships with others? |

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| | <p>short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. (JU.9-12.13)</p> <p>Action 18 — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree. (AC.9-12.18)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p> | <p>“I Stand Here Ironing,” Tillie Olsen, p. 806 “Mother Tongue,” Amy Tan, p. 1215 “Narrative of the Life of Fredrick Douglass,” Fredrick Douglass, p. 562 “Seventeen Syllables,” Hisaye Yamamoto, p. 788 “Survival in Auschwitz,” Primo Levi, p. 1083 “Story of an Hour, The” Kate Chopin, p. 783</p> <p>Multicultural Extended Text Adoptions: <i>Beyond Courage</i>, Doreen Rappaport <i>Code Talker</i>, Joseph Bruchac <i>Girl Who Fell from the Sky, The</i>, Heidi Durrow <i>Keeping Corner</i>, Kashmira Sheth</p> | <p>5. How has moral conflict shaped our country?</p> |
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| Instructional and Assessment Guides | | Additional Instructional Resources | |
| <p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors</p> | <p>Electronic and Alternative Media: from U.S. Department of State: “Becoming American: Beyond the Melting Pot” http://photos.state.gov/libraries/amgov/30145/publications-english/EJ-immigration0110.pdf</p> <p>Unit Plan on Civil Rights Movement: http://edsitement.neh.gov/lesson-plan/ordinary-people-ordinary-places-civil-rights-movement#sect-introduction</p> <p>Teacher Resources for <i>A Raisin in the Sun</i>: http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream</p> <p>Discussion Questions for <i>The Girl Who Fell from the Sky</i>: http://heidiwdurrow.com/images/uploads/readersguide.pdf</p> <p>from Anti-Defamation League: Lesson plan on “Cultural Identity and Values” http://www.adl.org/assets/pdf/education-outreach/ABSG-Secondary-Sample-Lesson.pdf</p> <p>Resources for teaching Kate Chopin</p> | | |

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<https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7>

<http://www.katechopin.org/>

LA Times obituary for Hisaye Yamamoto

<http://articles.latimes.com/2011/feb/13/local/la-me-hisaye-yamamoto-20110213>

“Harlem: A Dream Deferred” or “Montage of a Dream Deferred”

Langston Hughes

<http://www.poetryfoundation.org/poems-and-poets/poems/detail/46548>

Nike ad for “Harlem: A Dream Deferred”

<https://www.youtube.com/watch?v=QrFLQpN2gZs>

Teaching Tolerance: Lessons We Can Learn

<http://www.tolerance.org/toolkit/lessons-we-can-learn>

“Reflections on a Dream Deferred”, Representative John Lewis

<http://www.tolerance.org/magazine/number-33-spring-2008/feature/reflections-dream-deferred>

Trailer for the 2008 movie version of *A Raisin in the Sun*

<https://www.youtube.com/watch?v=Hip2vqM7Wdg>

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| Reading Focus: Informational Writing Focus: Argumentative | Unifying Concept: Tragedy and Restoration | Quarter 3 |
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| <p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>11.RI.3 Evaluate the effect of the presentation of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>11.W.8 Gather relevant information from multiple authoritative print and digital sources; 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 follow a standard format for citation.</p> <p>11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> | | <p>11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>11.W.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 between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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| <p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>11.RL.3 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).</p> <p>11.RL.6 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).</p> <p>11.RI.4 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>).</p> | <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</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.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | | |
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| AZCCRS | Student Standards | Selected Readings of Complex Text | Big Ideas |
| <p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p> | <p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 13 – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. (JU.9-12.13)</p> | <p>Adopted Anthology: <i>The Language of Literature, American Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>As I Lay Dying</i>, William Faulkner <i>Bury My Heart at Wounded Knee</i>, Dee Brown <i>Crucible, The</i>, Arthur Miller p.163 <i>Devil’s Highway, The</i>, Luis Alberto Urrea <i>Fallen Angels</i>, Walter Dean Meyers <i>Souls of Black Folks, The</i>, W.E.B DuBois <i>Things They Carried, The</i>, Tim O’Brien</p> <p>Recommended Short Texts: Choose 3-5 “Civil Disobedience,” Henry David Thoreau, p. 369 “Coming of Age in Mississippi,” Anne Moody, p. 609</p> | <p>Enduring Understandings: Reading: Literature explores the willingness to face challenges and explore the unknown. Writing: Effective writers use informational writing, including statistics, facts, and anecdotes to inform, explain, and report.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What do we gain when we learn about the lived experiences of other people? 2. What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective? 3. Why do some people choose to avoid those who are different from them while others seek out |

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| | <p>Action 18 — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree. (AC.9-12.18)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p> | <p>“Declaration of the Rights of Women, The,” Olympe de Gouges, p. 277 “Gettysburg Address, The,” Abraham Lincoln, p. 605 “Letter from a Birmingham Jail,” Dr. Martin Luther King, Jr., p. 1136 full text of Letter from a Birmingham Jail “Mother Tongue,” Amy Tan, p.1215 “Self Reliance,” Ralph Waldo Emerson, p. 363</p> <p>Multicultural Extended Text Adoptions: <i>A Long Way Gone: Memoirs of a Boy Soldier</i>, Ishmael Beah <i>Between Shades of Gray</i>, Ruta Sepetys</p> | <p>diversity?</p> <ol style="list-style-type: none"> 4. What are the enduring struggles for justice throughout history? 5. Does everyone have an equal responsibility to stand up to injustice? 6. How are bias and prejudice created? How do we overcome them? |
|-------------------------------------|---|--|---|
| Instructional and Assessment Guides | | Additional Instructional Resources | |
| | <p>Informative/Explanatory Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</p> <p>Informative/Explanatory Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> | | <p>Electronic and Alternative Media:</p> <p>McCarthyism http://www.pbs.org/wnet/americanmasters/arthur-miller-mccarthyism/484/ http://www.pbs.org/wnet/americanmasters/episodes/arthur-miller/mccarthyism/484/ http://www.english.illinois.edu/maps/mccarthy/mccarthy.htm</p> <p>Red Scare http://www.history.com/topics/cold-war/red-scare</p> <p>Rise and Fall of Joseph McCarthy http://edsitement.neh.gov/lesson-plan/rise-and-fall-joseph-mccarthy</p> <p>Salem Witch Trials http://saalem.lib.virginia.edu/home.html http://school.discoveryeducation.com/schooladventures/salemwitchtrials/life/religion.html http://www.salemwitchmuseum.com</p> |

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Performance Level Descriptors

<https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7>

<http://school.discoveryeducation.com/schooladventures/salemwitchtrials/>

***Are You Now or Were you Ever* Arthur Miller**

<http://www.writing.upenn.edu/~afilreis/50s/miller-mccarthyism.html>

Movie: *Good Night and Good Luck 192005*

http://www.imdb.com/title/tt0433383/?ref=nm_flmg_act_25

Abraham Lincoln's First Inaugural Address

http://avalon.law.yale.edu/19th_century/lincoln1.asp

Abraham Lincoln's Second Inaugural Address

http://avalon.law.yale.edu/19th_century/lincoln2.asp

"The Things They Carried"

<http://www.sfponline.org/Uploads/372/OBrien%20Story.pdf>

"Letters Home From Vietnam" (documentary):

<https://www.youtube.com/watch?v=5R3fD-tl6xg>

Letters Home From Vietnam (actual letters):

<http://www.vietvet.org/letters.htm>

Unit Plan: Faulkner's *As I Lay Dying*: Form of a Funeral (5 lessons):

<http://edsitement.neh.gov/curriculum-unit/faulkners-i-lay-dying-form-funeral>

Teachers' guide for *Along Way Gone*

http://www.alongwaygone.com/media/alongwaygone_teachersguide.pdf

Interviews of Ismael Beah

<http://www.cnn.com/2012/10/08/world/Africa/ishmael-beah-child-soldier/>

The United States Holocaust Museum

<http://www.ushmm.org/>

***The Sunflower*, Simon Wiesenthal**

<http://www.ebook2show.com/book/the-sunflower-on-the-possibilities-and-limits-of-forgiveness-newly-expanded-paperback-edition-24816-pdf.html>

Resources on W.E.B. DeBois

<http://www.webdubois.org/>

Buffy Sainte-Marie *Bury My Heart at Wounded Knee*

<https://www.youtube.com/watch?v=NJnwUbJoeho>

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| Reading Focus: Literature Writing Focus: Narrative | Unifying Concept: Political and Societal Changes | Quarter 4 |
|---|---|------------------|
| <p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>11.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>11.RL.5 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.</p> <p>11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>11.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>11.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</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>11.RI.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.</p> <p>11.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11.W.8 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.</p> <p>11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. | |

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| AZCCRS | Student Standards | Selected Readings of Complex Text | Big Ideas |
|--|--|--|--|
| <p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p> | <p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces. (ID.9-12.5)</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. (DI.9-12.9)</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. (DI.9-12.10)</p> <p>Justice 13 – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. (JU.9-12.13)</p> <p>Action 18 — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree. (AC.9-12.18)</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p> | <p>Adopted Anthology: <i>The Language of Literature, American Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>A Raisin in the Sun</i>, Lorraine Hansberry <i>All the Pretty Horses</i>, Cormac McCarthy <i>Awakening, The</i>, Kate Chopin <i>Beloved</i>, Toni Morrison <i>Bless Me Ultima</i>, Rodolfo Anaya <i>Great Gatsby, The</i>, F. Scott Fitzgerald <i>Their Eyes Were Watching God</i>, Zora Neale Hurston</p> <p>Recommended Short Texts: Choose 3-5 “Ambush,” Tim O’Brien, p. 1105 “Armistice,” Bernard Malamud, p. 1076 “Hostage,” Joyce Carol Oates, p. 1200 “Letter from Birmingham Jail” Dr. Martin Luther King, Jr., p. 1136 full text of Letter from a Birmingham Jail “Letter from Paradise...” Joan Didion, p. 1085 “Story of an Hour, The,” Kate Chopin, p. 783 “When the Negro was in Vogue,” Langston Hughes, p. 932 “Why Soldiers Won’t Talk,” John Steinbeck, p. 1090 “Yellow Wallpaper,” Charlotte Perkins Gilman, p. 765</p> <p>Multicultural Extended Text Adoptions: <i>Blasphemy</i>, Sherman Alexie</p> | <p>Enduring Understandings: <u>Reading</u>- Literature serves as a cultural lens for a historical era. <u>Writing</u>-People write for a variety of purposes, which includes calling attention to political/societal issues.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. In what ways does diversity influence power and privilege? 2. How is empathy a seed of social action? 3. How does biased speech influence the audience? 4. How does history impact literature? 5. What role does optimism play in society? 6. Why is it important to stand up to injustice? |

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| Assessment Guides | Instructional Resources |
|---|---|
| <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7</p> | <p>Article on discussing “n-word” http://www.tolerance.org/magazine/number-40-fall-2011/feature/straight-talk-about-n-word</p> <p>Unit Plan on Civil Rights Movement: http://edsitement.neh.gov/lesson-plan/ordinary-people-ordinary-places-civil-rights-movement#sect-introduction</p> <p>Teacher Resources for <i>A Raisin in the Sun</i>: http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream</p> <p>Zora Neale Hurston’s First Story: Spunk http://historymatters.gmu.edu/d/5131/</p> <p>Billie Holiday Strange Fruit https://www.youtube.com/watch?v=h4ZyuULy9zs</p> <p>The Rise and Fall of Jim Crow: The Harlem Renaissance http://www.pbs.org/wnet/jimcrow/stories_events_harlem.html</p> <p>Resources on Cormac McCarthy http://www.cormacmccarthy.com/works/all-the-pretty-horses/</p> <p>Resources on Rodolfo Anaya http://www.neabigread.org/books/blessmeultima/readers-guide/</p> <p>Girl Writing A Letter sung by Lori Lieberman https://www.youtube.com/watch?v=4VjCIkzi_EY</p> <p>Girl Writing a Letter (Poem) by William Carpenter http://ir.uiowa.edu/cgi/viewcontent.cgi?article=4292&context=iowareview</p> <p>A Lady Writing a Letter (painting) Johannes Vermeer http://www.essentialvermeer.com/catalogue/lady_writing.html#.Vxf26nErLIV</p> |

¹This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.