Escondido Union High School District

English 11 (Revised)

EUHSD Board Approval Date: November 15, 2016
The EUHSD English 11 curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for English Language Arts: http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
# English 11 Course Description

The EUHSD *English Language Arts 11* curriculum is written to provide students with the requisite skills necessary to meet the California State Standards grades 11/12 and the learning outcomes expressed in the College and Career Readiness statements. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

## Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>This course meets UC “b” English criteria.</td>
<td>Graduation Requirement:</td>
<td>English Language Arts</td>
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<tr>
<td>Course Numbers (Semester A):</td>
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<td>Transcript Abbreviations:</td>
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</tr>
<tr>
<td>(P) 7624</td>
<td>ENGLISH 11 A (P)</td>
<td></td>
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<td>(SE) 1202</td>
<td>ENGLISH 11 A (P) SE</td>
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<tr>
<td>(B) 2703</td>
<td>ENGLISH 11 A (BASIC)</td>
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<td>Course Numbers (Semester B):</td>
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<td>Transcript Abbreviations:</td>
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<tr>
<td>(P) 7625</td>
<td>ENGLISH 11 B (P)</td>
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<tr>
<td>(SE) 1203</td>
<td>ENGLISH 11 B (P) SE</td>
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<tr>
<td>(B) 2704</td>
<td>ENGLISH 11 B (BASIC)</td>
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<tr>
<td>Credits</td>
<td>10 (5 per semester)</td>
<td>Required Prerequisite/s:</td>
<td>None</td>
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<tr>
<td>Recommended Prerequisite/s:</td>
<td>English 10</td>
<td>Board Approval Date (Curriculum):</td>
<td>November 15, 2016</td>
</tr>
<tr>
<td>Board Approval Date (Materials):</td>
<td>November 15, 2016</td>
<td>Core Instructional Material/s:</td>
<td>A detailed list of core novel selections and informational texts are outlined within the Scope and Sequence section of this document.</td>
</tr>
<tr>
<td>Supplemental Instructional Material/s:</td>
<td></td>
<td>A list of supplemental instructional materials is outlined within each unit of study and will be updated annually.</td>
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</tr>
<tr>
<td>Technology Resource/s:</td>
<td>Computers such as Chromebooks (in class only 1-1 implementation)</td>
<td>Assessment/s:</td>
<td>A detailed list of common unit by unit assessments are outlined within the Scope and Sequence section of this document.</td>
</tr>
</tbody>
</table>
English 11 Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California State Standards for English Language Arts. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. EUHSD teachers will meet annually with Educational Services staff to review common resources located in unit plans. Resources will be updated annually and/or as needed based on student data.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
# English 11 Scope and Sequence

## Unit 1

**Length:** 8 Weeks

### Unit Description:
In Unit 1, students examine and analyze a series of 17th, 18th, and 19th US documents of historical and literary significance through the lens of rhetoric. Students are provided with numerous opportunities to deepen their analytical skills around determining multiple themes or main ideas in the same text as well as how themes develop over the course of a text. Students will examine the way in which style and content contribute to the power and persuasiveness of the text, thus elevating the analysis from what was done in 10th grade. Students demonstrate their rhetorical analysis abilities in an on demand performance task that also addresses the writing focus for the unit: determining the most significant and relevant facts to include in writing. The end of unit process essay allows students to showcase skill development in significant and relevant evidence and also requires a synthesis of literature and informational texts from the unit to demonstrate an understanding of themes or main ideas across multiple texts.

### Unit 1 Target Standards:
- **Reading Literature 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.
- **Reading Informational 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.
- **Reading Informational 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.
- **Reading Informational 5a:** Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
- **Reading Informational 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.
- **Reading Informational 9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational documents.

### Learning Objectives:
- **Utilize the student information system to acquire the language levels of EUHSD English Learners.**
- **In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards:** [http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf)
- **In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:** [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

### Unit Resources:
<table>
<thead>
<tr>
<th>17th and 18th century:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Of Plymouth Plantation</em> by William Bradford</td>
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<tr>
<td><em>The Interesting Narrative of the Life of Olaudah Equiano</em> by Olaudah Equiano</td>
</tr>
<tr>
<td><em>Sinners in the Hands of an Angry God</em> by Jonathan Edwards</td>
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<tr>
<td><em>What is an American?</em> by Michel-Guillaume Jean de Crevecoeur</td>
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<tr>
<td><em>Speech in the VA Convention</em> by Patrick Henry</td>
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</tbody>
</table>

### 19th century:
- *Self Reliance* by Ralph Waldo Emerson
**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.**

- **Writing 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.
- **Writing 2b:** 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.
- **Writing 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.

**Key Unit Assignments:**

- Students will set up Literacy Notebook (Repeatable for each unit). Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The

**Key Unit Assessments:**

- Develop a topic in writing with the most significant and relevant evidence. (W2b)
- Conduct research to answer a specific question. (W7)
- Synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. (W7)

- **Civil Disobedience** by Henry David Thoreau
- **Gettysburg Address** by Abraham Lincoln
- **I Will Fight No More Forever** by Chief Joseph

**20th century:**

- **On Civil Disobedience** by Gandhi
- **Kennedy’s Inauguration Address** by John F. Kennedy
- **I Have a Dream** by Martin Luther King, Jr.
- **The Devil and Tom Walker** by Washington Irving
- **I Hear America Singing** by Walt Whitman
- **The Masque of the Red Death** by Edgar Allan Poe
- **Dr. Heidegger’s Experiment** by Nathaniel Hawthorne
- **Story of an Hour** by Kate Chopin
- **The Yellow Wallpaper** by Charlotte Perkins Gilman
- Selected passages or chapters from **The Adventure of Huckleberry Finn** by Mark Twain that illustrate an argument

**Literacy Notebook Text Based Question Responses**

**Formative assessment covering target standards during designated assessment window**
Notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 1 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: determine themes/central ideas and analyze their development over multiple texts; analyze and evaluate the effectiveness of the structure of texts; determine an author’s point of view and analyze the effectiveness of his/her rhetoric; synthesize multiple sources in writing; and choose the most relevant and sufficient evidence to include in writing
- multiple entries in which students reflect on their thinking and learning

- Students will respond to a common on demand writing prompt in a performance task after reading an agreed upon text for this task. Students will write to the prompt to demonstrate their ability to analyze style and rhetoric. Prompt: What is the author’s point of view or purpose in this text? Analyze how the style and use of rhetoric contribute to the way in which the speech may be considered compelling and persuasive?

- Having read and analyzed informational text and literature as argument from the 17th, 18th, 19th and 20th centuries, students will synthesize across these pieces and time periods to identify a common theme. Prompt: Identify a common theme or key idea found in two or more works you have read in this unit or multiple themes within a single work. Analyze the ways in which the authors develop these themes or key ideas over the course of the texts.

- Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of use of text based evidence.

- On Demand Performance Task Essay
- Process Essay

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
**English 11 Scope and Sequence**  
**Unit 2**  
**Length: 9 Weeks**

**Unit Description:** In Unit 2, students add depth to literature analysis skills learned in 9th and 10th grade. Using longer works from American Literature, students will take their analysis of theme to the next level by determining two or more themes in the same work of literature and analyzing their development over the course of the text. In 9th and 10th grades, students determined one theme in a work of literature. In this unit, students look for multiple themes and analyze how diction, imagery and symbolism contribute to the overall significance of the text. While reading the novel students will add to their understanding of the novel through independent research on the time period, utilizing the research skills developed in 9th and 10th grade. There will be a mid-unit on-demand performance task where students can demonstrate progress toward the targeted writing instruction around varied syntax, as well as synthesis without over-relying on any one source; this can be taught throughout the entire unit as students respond to text based questions and regularly write to the process essay prompt. The unit concludes with a process essay, that addresses all of the unit’s target standards.

### Unit Standards:
- **Reading Literature 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.
- **Reading Literature 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.
- **Reading Literature 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/archetypes are introduced and developed).
- **Reading Literature 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.
- **Writing 2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and

### Meeting the needs of EL students:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

### Learning Objectives:
- **Students will be able to...**
  - Use textual evidence that is convincing and complete to support their ideas. (RL1)
  - Make reference to the text in both the written and verbal form. (RL1)
  - Make inference from text to include both inferred and literal meaning. (RL1)
  - Distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. (RL1)
  - Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RL1)
  - Examine not only how theme(s) develop but also how details in the story influence and mold theme(s). (RL2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
  - Recognize complex characters and understand their role in a text. (RL3)
  - Analyze the impacts of the author’s choice on specific elements of the story. (RL3)

### Unit Resources:
- **The Great Gatsby** by F. Scott Fitzgerald
- **The Adventures of Huckleberry Finn** by Mark Twain
information clearly and accurately through the effective selection, organization, and analysis of content.

- **Writing 2c**: 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.

- **Writing 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 including footnotes and endnotes.

<table>
<thead>
<tr>
<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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</table>
| - Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection. Notebooks entries in Unit 2 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:  
  - tracking of plot, setting, and references to time and/or weather (patterns)  
  - tracking of characters from the novel (focus on specific word choice and tone related to character description and dialogue)  
  - tracking of archetypal symbols and conflicts,  
  - note-making/annotation of text  
  - responses to text based questions  
  - regular responses to writing tasks  
  - record of new language/academic vocabulary  
  - notes about specific skills such as how to do the following: cite strong and thorough textual evidence; interpret the meaning of words in texts and their effect on tone; gather relevant information from multiple authoritative print and digital sources; [...] integrate information | - Determine the figurative and connotative meanings of words. (RL4)  
- Consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. (RL4)  
- Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)  
- Use appropriate transitional words and phrases. (W2c)  
- Recognize what is important in a source, how it supports the topic, and how it relates to other source information. (W8)  
- Find information that is relevant from reliable and authoritative sources without over relying on any one source. (W8)  
- Literacy Notebook Text Based Question Responses  
- Formative assessment covering target standards during designated assessment window  
- On Demand Performance Task Essay with multiple sources  
- Process Essay  
*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses. |
into the text selectively to maintain the flow of ideas, avoiding(...) overreliance on any one source [...] and multiple entries in which students reflect on their thinking and learning.

- Students will respond to a common on demand writing prompt in a performance task after reading two articles, viewing a video, and analyzing an infographic and political cartoon. Students will then write an essay in which they argue to what extent the American Dream is attainable today. Students are expected to use evidence from multiple sources in their writing.

- Students will write a process essay responding to a prompt based on the novel they read, either *The Great Gatsby* or *The Adventures of Huckleberry Finn*. The prompt challenges students to demonstrate a deep understanding of the literature, while also making connections to the novel’s significance and impact. The prompt for *The Great Gatsby*: *The Great Gatsby* is often viewed as social commentary on the 1920s. Based on your research of the time period and analysis of the novel, write an essay in which you identify how Fitzgerald uses literary devices such as diction, imagery, and symbolism to communicate at least two messages about society in the 1920s. The prompt for *The Adventures of Huckleberry Finn*: *The Adventures of Huckleberry Finn* is often viewed as a social commentary. Based on your research of the time period and analysis of the novel, write an essay in which you identify how Twain uses literary devices such as diction, imagery, and symbolism to communicate at least two messages about society.

- Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of use of text based evidence.
**Unit Description:** Unit 3 is derived from a unit of instruction created as part of the Advanced Placement Incentive Grant through the California State University System. The CSU unit, “The Last Meow,” was created by Roberta Ching and Revised by Roberta Ching and Karen Lopez for use throughout California. The unit presents an opportunity for students to review, hone, and apply skills for reading informational text and writing argument. The unit is centered on an article titled “The Last Meow” by Burkhard Bilger, a sophisticated example of literary nonfiction that features an implied thesis statement illustrated by a wealth of well researched, factually accurate evidence presented in a lively artistic style. Students will complete several short writing assignments as part of the unit’s reading activities, respond to an on demand essay topic, and then use that topic as the basis for a more formal, text-based academic process essay.

**Unit Standards:**

- **Reading Informational 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.
- **Reading Informational 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.
- **Reading Informational 3:** Analyze 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.
- **Reading Informational 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 faction in Federalist No. 10).
- **Reading Informational 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.

<table>
<thead>
<tr>
<th>Meeting the needs of EL students:</th>
<th>Learning Objectives:</th>
<th>Unit Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
<td>- Use textual evidence that is convincing and complete to support their ideas. (RI1)</td>
<td>- The Last Meow by Burkhard Bilger (Student Copy of Article)</td>
</tr>
<tr>
<td>- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf</a></td>
<td>- Make reference to the text in both the written and verbal form. (RI1)</td>
<td>- The Last Meow (ERWC Teacher Packet)</td>
</tr>
<tr>
<td>- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: <a href="http://www.cde.ca.gov/ci/rl/ef/documents/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/rl/ef/documents/elaeldfwchapter11.pdf</a></td>
<td>- Make inference from text to include both inferred and literal meaning. (R11)</td>
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<td>- Determine the central idea(s) of a text. (R12)</td>
<td>- Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (R11)</td>
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<tr>
<td>- Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (R12)</td>
<td>- Determine the central idea(s) of a text. (R12)</td>
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<tr>
<td>- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (R12)</td>
<td>- Examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. (R13)</td>
<td></td>
</tr>
<tr>
<td>- Examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. (R13)</td>
<td>- Determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (R14)</td>
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<tr>
<td>- Consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. (R14)</td>
<td>- Consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. (R14)</td>
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<tr>
<td><strong>Key Unit Assignments:</strong></td>
<td><strong>Key Unit Assessments:</strong></td>
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<tr>
<td>• Reading Informational 5a: Analyze the use of text features (e.g., graphics, headers, captions) in public documents. (California addition to the standard)</td>
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<tr>
<td>• Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td>• Writing 1a: 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.</td>
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<tr>
<td>• Examine and analyze how the specific parts of the text and text features enhance a thought or expand an idea. (R15) (R15a)</td>
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<tr>
<td>• Write arguments to support claims using valid reasoning and relevant and sufficient evidence. (W1)</td>
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<tr>
<td>• Logically organize argument writing. (W1a)</td>
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**Notebooks Entries in Unit 3 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:**

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: cite strong and thorough textual evidence to support what is said explicitly and what can be inferred; determine two or more central ideas and analyze how they are developed and build on one another; analyze complex ideas or sequence of events and explain how they interact and develop over the course of the text; determine the meaning of unknown words/phrases and analyze how they are used over the course of a text; analyze the effectiveness of an argument’s structure, including use of text features; write arguments to support claims using valid, relevant, and sufficient evidence; create a logically sequenced argument including claims, counterclaims, reasons, and evidence
- multiple entries in which students reflect on their thinking and learning

**Students will respond to a common on demand writing prompt midway through the unit. The prompt asks students to explain the author’s argument and discuss to what extent they agree or disagree with his analysis. Students are expected to use textual evidence in their written response.**

**Students will use their on demand writing and expand their response as they complete the unit. They will write a process essay to the same prompt from the on demand essay earlier in the unit.**

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.*
The prompt asks students to explain the author’s argument and discuss to what extent they agree or disagree with his analysis.

- Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of use of text based evidence.
Unit Description: In Unit 4, students will read a longer text of American literature and analyze how the author's choices concerning how to structure specific parts of the text contribute to the overall meaning of the work. As the students read the longer work, they will examine the devices and structure choices the author makes in order to achieve a purpose for a particular section or part of the text; they will then connect that idea or theme to the theme of the piece as a whole. In addition, they will also examine multiple supporting texts that possess a similar theme or idea to the longer text of the unit; these texts will include songs, poems, news articles, informative-explanatory pieces, etc. Students will be asked to gather these texts through independent research and then argue as to which medium is most effective for the author's purpose. Students will be asked to assess the strengths and limitations of each source in terms of the task, purpose, and audience. Their argument needs to consider a counterclaim and integrate valid reasoning and relevant and sufficient evidence.

Unit Standards:
- Reading Informational 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.
- Reading Informational 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.
- Reading Literature 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.
- Reading Literature 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.
- Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing 1b: Develop claim(s) and counterclaims fairly and thoroughly, [...] while pointing out the strengths and limitations of both in a manner that anticipates the

Meeting the needs of EL students:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstdspubication14.pdf
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf

Learning Objectives:
- Use textual evidence that is convincing and complete to support their ideas. (RI1)
- Make reference to the text in both the written and verbal form. (RI1)
- Make inference from text to include both inferred and literal meaning. (RI1)
- Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RI1)
- Integrate and evaluate multiple sources to address a question or solve a problem. (RI7)
- Use textual evidence that is convincing and complete to support their ideas. (RL1)
- Make reference to the text in both the written and verbal form. (RL1)
- Make inference from text to include both inferred and literal meaning. (RL1)
- Distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. (RL1)
- Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RL1)

Unit Resources:
- *Site teacher teams will decide which longer work to have students read, either The Crucible by Arthur Miller or Things They Carried by Tom O’Brien*
- Possible informational resources for longer works:
  - National Suicide: Margaret Chase Smith and Six Republican Senators Speak Out Against Joseph McCarthy’s Attack on “Individual Freedom” (speech)
  - Anti Communism Propaganda video (1948)
  - Why Soldiers Won’t Talk by John Steinbeck
  - A Faceless Man’s Plea by Mike Royko (article, Vietnam)
  - At the Justice Department” by Dwight (poem, war protests of Vietnam era)
audience’s knowledge level, concerns, values, and possible biases.

- **Writing 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 including footnotes and endnotes.

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<th>Key Unit Assignments:</th>
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| Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection. Notebooks entries in Unit 4 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
  - note-making/annotation of texts based on text type and writing tasks
  - responses to text based questions
  - regular responses to writing tasks
  - record of new language/academic vocabulary
  - notes about specific skills such as how to do the following: integrate and evaluate information in different media formats; analyze structure of literary texts and its effect; cite strong and thorough textual evidence as support for inferences; assess the strengths and limitations of sources in terms of task, audience, and purpose; and how to develop claims and counterclaims fairly, anticipating audience values, bias, etc.
  - multiple entries in which students reflect on their thinking and learning
| Students will respond to a common on demand writing prompt in the form of a constructed response. Students will critically analyze a selected portion of the text and respond to this prompt: Analyze how the author’s choices concerning how to structure this part of the text (teacher teams to choose passage from core text) contribute to its overall structure and meaning as well as its aesthetic impact. |
| - Analyze and illustrate how an author crafts the structure of a text to produce a particular effect. (RL5)
- Write arguments to support claims using valid reasoning and relevant and sufficient evidence. (W1)
- Develop claims and counterclaims fairly. (W1b)
- Recognize what is important in a source, how it supports the topic, and how it relates to other source information. (W8)
- Find information that is relevant from reliable and authoritative sources without over relying on any one source. (W8) |

- The Things She Carried by Kara Hoffman (Conflict in Afghanistan, Op-Ed)
- Protest Posters from the Vietnam Era

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.*
This process essay enhances the student’s understanding of the text by requiring independent research to analyze the impact of the text and the events captured within it. Students will respond to this prompt: Many writers and artists use their works as a platform to advocate for social change. Having read ______, research a collection of texts that include both nonfiction (such as news articles, informative text, documentaries, etc.) and art (such as poems, songs, photographs, etc.). Having explored many works, argue what is the most effective medium to create social change - nonfiction or art/literature? Students are expected to integrate and evaluate multiple sources of information to justify their response.

Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of use of text based evidence.
English 11 Scope and Sequence
Unit 5
Length: 7 Weeks

Unit Description: In this final unit of 11th grade, students will continue to analyze literature and informational text. This unit is a culminating collection of skills and application of abilities. Students will read a variety of model texts and analyze the way in which a point of view requires distinguishing what is directly stated in a text from what is really meant. The model texts represent an author’s desire to share his or her story including, but not limited to background, identity, and experiences. Students will consider the way authors share their stories and the stylistic choices they make in order to achieve a specific purpose. Students will apply this knowledge and skill to their own lives; the writing assignment in this unit allows students to implement writing techniques and emulate another author’s style. In essence, the students will share their own story, melding the elements of informative-explanatory and/or argument while employing the narrative writing technique of using telling details and sensory language to convey a vivid picture.

Unit Standards:
- **Reading Literature 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.
- **Reading Literature 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).
- **Reading Informational 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.
- **Reading Informational 5a:** Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
- **Reading Informational 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.
- **Writing 3:** Write narratives to develop real or imagined experiences or events using effective

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- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwwchapter11.pdf
- Use text features as part of literature analysis. (R15a)
- Examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers. (R16)
- Write narratives. (W3)
- Use precise words and sensory details in narrative writing. (W3d)

Learning Objectives:
- Students will be able to…
  - Determine the figurative and connotative meanings of words. (RL4)
  - Consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. (RL4)
  - Analyze a particular point of view distinguishing what is stated from what is meant. (RL6)
  - Examine and analyze how specific parts of the text enhance a thought or expand an idea. (R15)
  - Use text features as part of literature analysis. (R15a)
  - Examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers. (R16)
  - Write narratives. (W3)
  - Use precise words and sensory details in narrative writing. (W3d)

Unit Resources:
- *Site teacher team will choose from a set list of high interest memoir and essay texts.
  - **The Glass Castle: A Memoir** by Jeannette Walls

Suggested Resources:
- http://www.simonsandshuster.com/authors/Jeannette-Walls/19723841
technique, well-chosen details, and well-structured event sequences.

- **Writing 3d:** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### Key Unit Assignments:

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

  Notebooks entries in Unit 5 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

  - note-making/annotation of texts based on text type and writing tasks
  - responses to text based questions
  - regular responses to writing tasks
  - record of new language/academic vocabulary
  - notes about specific skills such as how to do the following: determining the meaning of words in context, examining point of view in text, analyzing the effectiveness of text structure, incorporating sensory details into narrative writing
  - multiple entries in which students reflect on their thinking and learning

- As the final unit of 11th grade, this unit culminates with a project that shifts student writing from analyzing text to writing a narrative about their own experiences, the style of writing students are expected to produce for college applications and cover letters for jobs. Teacher teams will work together to determine the parameters and specific expectations for the project and how students will present their writing. This could be a multimedia presentation, a speech or an essay.

  Prompt: Having examined the core texts as models of authors’ stylistic choices and the way in which they share their perspectives, students now have the opportunity to do the same using one of the following prompts:

  - Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
  - Explain something about your background, identity, interest, or talent. Be sure to inform your audience as to why this something is so important to you.
  - The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?

### Key Unit Assessments:

- Literacy Notebook Text Based Question Responses
- End of Unit Project

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
Discuss an accomplishment or event, formal or informal that marked a transition in your life within your culture, community, or family.

- Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of use of text based evidence.