



Autauga County Schools Pacing Guides 11th Grade English Language Arts

1st Nine Weeks (42 days)

Weeks 1-2: Introduction of themes with use of digital material and writing practice. (objectives: 17, 20)

Weeks 3-7: Novel study using one of the suggested anchor texts. (1, 3, 4, 19)

Week 8: Short fiction and informational text from suggested material. (1, 3, 4, 19, 21, 22)

Week 9: Poetry and assessments to conclude the unit. (objectives: 1, 3, 4, 19)

Critical Literacy:

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.

Digital Literacy:

17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

Language Literacy:

19. Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.
21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.
22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

Assessment Suggestions

Bloom’s Taxonomy style test
Dialectical journals
Socratic Circle
Literary Analysis paper
Vocabulary Tests
Multimedia Group Project
TPCASTT

Notes

Suggested Resources/Texts

Anchor Text: *The Great Gatsby* by F. Scott Fitzgerald
The Marshall Plan Speech
Anchor Text: *The Moor’s Account* by Laila Lalami
A & E Biography: F. Scott Fitzgerald
President Obama’s American Dream speech 11/7/07 (SOAPStone)
Stossel in the Classroom: Middle Class America
Queen of Versailles documentary
“Winter Dreams” by F. Scott Fitzgerald
President Calvin Coolidge’s Inaugural Address
“I, Too, Sing America”, “Mother to Son”, and “Let America Be America Again” by Langston Hughes
Kahoot for Vocabulary Review

2nd Nine Weeks (45 days)

Weeks 1-2: Introduction of material through informational and digital text from suggested materials list.
(objectives: 1, 2, 5, 7, 9, 10, 13)

Weeks 3-7: unit on the drama incorporating the anchor text, *The Crucible*. (objectives: 1, 3, 4, 5, 6, 7, 12, 20)

Weeks 8-9: Conclusion with short fiction and poetry connecting to themes from unit. (objectives: 1, 3, 4, 5, 6, 7)

Critical Literacy:

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints
3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.
6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
9. Follow instructions in technical materials to complete a specific task.
10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.
13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

Digital Literacy:

16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.

Language Literacy:

20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.

Assessment Suggestions

Bloom's Taxonomy style test
Socratic Circle
Body Biography
SOAPStone
Vocabulary Tests
Red Scare WebQuest
Tic-Tac-Toe Project
TPCASTT

Notes

ACT Prep

Suggested Resources/Texts

Anchor Text: *The Crucible* by Arthur Miller

“Enemies from Within” Speech by Senator Joseph McCarthy

“Why I wrote *The Crucible*” and “Are You Now Or Were You Ever?” by Arthur Miller

“Politics and Poetry: Do they ever really meet in America” by Dean Rader

Discovery Channel’s Unsolved History: Salem Witch Trials

“Democracy” by Langston Hughes

“The Lottery” by Shirley Jackson

“A Modest Proposal” by Jonathan Swift

James Baldwin

“The Story of an Hour”

Constitution of the Iroquois Nations

Life After High School

“On Being Brought from Africa to America”

“An Address to Miss Phillis Wheatley”

3rd Nine Weeks (42 days)

Weeks 1-4: Using one of the suggested anchor texts, introduce the themes and ideas associated with the unit. (objectives: 1, 3, 4, 14, 19)

Weeks 5-6: Continue looking at themes through the suggested poetry and non-fiction. (1, 3, 4, 12)

Weeks 7-9: Taking the ideas presented previously in the unit, construct a research paper. (objectives: 15, 24, 25, 26, 27, 28, 29, 30)

Critical Literacy:

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.

3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning. 4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.

7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.

13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy

of each source, and share information orally. 14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.

Digital Literacy:

18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

Language Literacy:

19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

Digital Literacy:

15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

Research Literacy:

24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.

25. Use a variety of search tools and research strategies to locate credible sources.

26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Assessment Suggestions

Objective Test

Vocabulary Tests

Peer Editing

Research paper

Socratic Circle

Notes

ACT Prep

Suggested Resources/Texts

Anchor Text: *A Thousand Splendid Suns* by Khaled Hosseini

TED Talks

Women, War, and Peace: Peace Unveiled

Alabama Virtual Library

The Breadwinner (Amazon Prime)

Anchor Text: *Their Eyes Were Watching God* by Zora Neale Hurston

What to the Slave Is the Fourth of July?

South (Poetry)

'N'em (Poetry)

Given to Rust (Poetry)

One Today (Poetry)

We Contain Multitudes (Informational)

Anchor Text: Gothic Literature Collection

-*A Rose for Emily* by Faulkner

-*Click Clack the Rattlebag* by Gaiman

-*Masque of the Red Death* by Poe

-*The Grave* by Porter

-*The Feather Pillow* by Quiroga

-*The Man Who Loved Flowers* by King

4th Nine Weeks (48 days)

Weeks 1-5: Novel study focused on one of the suggested resources. (objectives: 1, 4, 6, 19)

Weeks 6-7: using supplementary material, focus on informational material. (objectives: 1, 8, 11, 19, 21, 22, 23)

Weeks 8-9: conclude the unit using a variety of digital sources drawing connections to themes. (objectives: 18, 19, 21)

Critical Literacy:

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.
6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.
11. Compose and edit both short and extended products in which the development and organization are

relevant and suitable to task, purpose, and audience, using an appropriate command of language.

Digital Literacy:

18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

Language Literacy:

19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

21. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

23. Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

Assessment Suggestions

Objective Test

Vocabulary Tests

Tri-fold Character Analysis

Socratic Circle

Ink Think

Compare/Contrast SOAPStone

Storyboard

Levels of Questions

Timed writing

Notes

Suggested Resources/Texts

Anchor Text: *Fahrenheit 451* by Ray Bradbury

Anchor Text: *1984* by George Orwell

Uglies by Scott Westerfeld

Letter from Birmingham Jail

Speech to the Second Virginia Convention

"Texas Rejects Critical Thinking Skills! Really?" –The Washington Post

Inside North Korea video by National Geographic

The Colbert Report

TED Talks

Optional Unit on *Tuesdays With Morrie* paired with *The Yellow Wallpaper*, interview clips with Morrie Schwartz, and various research articles relating to ALS.