

Quarter 1

Unit One: Writing Freedom

Unit Goals

- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms. RI.10
- Expand Knowledge and use of academic and concept vocabulary. RI.4
- Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. W.1
- Conduct research projects of various lengths to explore a topic and clarify meaning W.7
- Note differences in language style over time and in various contexts. L.1.a
- Establish writing “voice.” L.1
- Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations. L.2
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1
- Integrate audio, visuals, and text in presentations SL.5

Standards Covered

Reading Literary Text

RL.1

L.1.b,

Reading Informational Text

L.2,

RI.1,

L.3.a,

RI.3,

L.4,

RI.5,

L.4.a,

RI.5.A,

L.4.b,

RI.6,

L.4.c,

RI.7,

L.4.d,

RI.8,

L.5.b,

RI.9,

L.6

RI.10

Writing

Speaking & Listening

W.1,

SL.1.1.c,

W.1.f,

SL.3,

W.2,

SL.4,

W.2.b,

SL.5

W.7,

Language

W.9.b

L.1,

Literature Texts

Bill of Rights by James Madison

Declaration of Independence by Thomas Jefferson

from America's Constitution: A Biography by Akhil Reed Amar

from Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters by Diane Jacobs

from The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano

from The United States Constitution: A Graphic Adaptation by Jonathan Hennessey and Aaron McConnell

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Gettysburg Address by Abraham Lincoln
Letter to John Adams by Abigail Adams
Preamble to the Constitution by Gouverneur Morris
Speech in the Convention by Benjamin Franklin
The American Revolution: Visual Propaganda

Quarter 2

Unit Two: The Individual and Society

Unit Goals

- Read a variety of texts to gain the knowledge and insight needed to write about individualism. RL.8, RL.8
- Expand Knowledge and use of academic and concept vocabulary. RI.4
- Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience. W.3
- Conduct research projects of various lengths to explore a topic and clarify meaning. W.7
- Make effective style choices regarding diction and sentence variety. L.1
- Correctly use concrete, compound nouns. L.1.a
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1
- Integrate audio, visuals, and text in presentations SL.5

Standards Covered

<i>Reading Literary Text</i>	RI.6,	L.3.a,
RL.1,	RI.10	L.4.a
RL.3,	<i>Speaking & Listening</i>	L.4.b,
RL.4,	SL.1.c,	L.4.c,
RL.5,	SL.1.b,	L.4.d,
RL.6,	SL.1.c,	L.5.a,
RL.7,	SL.1.d,	L.6
RL.9,	SL.3,	<i>Writing</i>
RL.10	SL.4.b,	W.2,
<i>Reading Informational Text</i>	SL.5,	W.3,
RI.1,	SL.6	W.3.d,
RI.2,	<i>Language</i>	W.3.e,
RI.5,	L.1,	W.5,
RI.7,	L.2.a,	W.7,
	L.3,	W.9,
		W.9.a

Literature Texts

A Wagner Matinée By Willa Cather
from Civil Disobedience by Henry David Thoreau
from Emily Dickinson
from Great Lives
from Nature

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from Self-Reliance by Ralph Waldo Emerson
from Walden

Innovators and Their Inventions **Poetry:** *The Love Song of J. Alfred Prufrock* by T. S. Eliot

The Poetry of Emily Dickinson by Emily Dickinson
The Writing of Walt Whitman by Walt Whitman

Unit Three: Power, Protest, and Change

Unit Goals

- Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. RL.8, RI.8
- Expand Knowledge and use of academic and concept vocabulary. RI.4
- Write an informative essay that has a clear structure and that draws evidence from texts and original research. W.2
- Conduct research projects of various lengths to explore a topic and clarify meaning. W.7
- Use appropriate and varied sentence structures to create cohesion and clarify relationships. L.1
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1
- Integrate audio, visuals, and text in presentations SL.5

Standards Covered

Reading Literary Text

RL.1,
RL.2,
RL.3,
RL.4,
RL.5,
RL.6,
RL.10

SL.2.d,
SL.3,
SL.5

Language

Reading Informational Text

RI.1,
RI.2,
RI.5,
RI.5.a,
RI.6,
RI.7,
RI.8,
RI.9,
RI.10

L.1,
L.1.a,
L.3,
L.4.a,
L.4.b,
L.4.c,
L.4.d,
L.5.b,
L.6

Writing

W.2,
W.2.e,
W.3,
W.9.b

Speaking & Listening

SL.1.c,
SL.2,

Literature Texts

Ain't I a Woman? by Sojourner Truth

Brown v. Board of Education: Opinion of the Court by Earl Warren

Declaration of Sentiments by Elizabeth Cady Stanton

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from What to the Slave Is the Fourth of July? By Frederick Douglass
Giving Women the Vote by Sandra Sleight-Brennan
Perspectives on Lincoln
Second Inaugural Address by Abraham Lincoln
The Story of an Hour by Kate Chopin
Was Brown v. Board a Failure? By Sarah Garland

Quarter 3

Unit Four: Grit and Grandeur

Unit Goals

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place. **RL.10, RI.10**
- Expand Knowledge and use of academic and concept vocabulary **RI.4**
- Write an explanatory text that develops a topic thoroughly and includes evidence from research. **W.2, W.7, W.8**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7**
- Make effective style choices, including those regarding sentence variety, figurative language, and diction. **L.3, L.5**
- Correctly use dashes and hyphens. **L.2.a**
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1**
- Integrate audio, visuals, and text in presentations **SL.5**

Standards Covered

<i>Reading Literary Text</i>	L.1.c,
RL.2,	L.2,
RL.4,	L.2.a,
RL.5,	L.3,
RL.10	L.4,
<i>Reading Informational Text</i>	L.4.a,
RI.2,	L.4.b,
RI.3,	L.4.c,
RI.4,	L.4.d,
RI.6,	L.5,
RI.7,	L.5.a,
RI.10	L.5.b
<i>Speaking & Listening</i>	L.6
SL.1.a-d,	<i>Writing</i>
SL.3,	W.2,
SL.4,	W.2.a,
SL.5	W.2.b,
SL.6	W.5,
<i>Language</i>	W.9

Literature Texts

A Literature of Place by Barry Lopez
A White Heron by Sarah Orne Jewett
American Regional Art

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Chicago • Wilderness by Carl Sandburg
Cloudy Day by Jimmy Santiago Baca
from Dust Tracks on a Road Zora by Neale Hurston
from Life on the Mississippi by Mark Twain
In the Longhouse, Oneida Museum by Roberta Hill
Introduction from The Way to Rainy Mountain by N. Scott Momaday
Sandburg's Chicago
The Notorious Jumping Frog of Calaveras by Mark Twain

- **Note: While ACT skills are covered all year long, Quarter 3 will include an intensive focus on ACT Prep.**

Quarter 4

Unit Five: Facing our Fears

Unit Goals

- Read a variety of texts to gain the knowledge and insight needed to write about fear. **RL.10, RI.10**
- Expand knowledge and use of academic and concept vocabulary **RL.4, RI.4**
- Write an argumentative essay that has a clear structure and that draws evidence from texts and background knowledge to support a claim. **W.1**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7**
- Correctly use pronouns to add variety to your writing and presentations. **L.1**
- Use irony to add a level of meaning to your writing and presentations. **L.5.a**
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1**
- Integrate audio, visuals, and text in presentations **SL.5**

Standards Covered

<i>Reading Literary Text</i>	SL.4
RL.1,	<i>Language</i>
RL.2,	L.1,
RL.3,	L.1.a,
RL.4,	L.3,
RL.5,	L.4,
RL.6,	L.4.a,
RL.7,	L.4.b,
RL.10	L.4.c,
<i>Reading Informational Text</i>	L.4.d,
RI.1,	L.5,
RI.3,	L.5.b,
RI.4,	L.6
RI.6,	<i>Writing</i>
RI.7,	W.1,
RI.10	W.2,
<i>Speaking & Listening</i>	W.7,
SL.1.a,	W.9.a
SL.3	W.9.b

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Literature Texts

Antojos by Julia Alvarez
Focus Period: 1920–1960
from Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston
Interview With George Takei
The Crucible by Arthur Miller
the Crucible L.A. Theatre Works
Times of trouble

Unit Six: Ordinary Lives, Extraordinary Tales

Unit Goals

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes. **RL.2, RL.3, RL.5**
- Expand knowledge and use of academic and concept vocabulary **RI.4**
- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters. **W.3**
- Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7**
- Make effective style choices regarding figurative language and dialect. **L.3, L.5**
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments. **L.4**
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1**
- Integrate audio, visuals, and text in presentations **SL.5**

Standards Covered

<i>Reading Literary Text</i>	<i>Language</i>
RL.1,	L.1,
RL.3,	L.1.a,
RL.4,	L.1.b,
RL.5,	L.3,
RL.10	L.3.a,
<i>Reading Informational Text</i>	L.4,
RI.3,	L.4.a,
RI.5,	L.4.b,
RI.10	L.5
<i>Speaking & Listening</i>	<i>Writing</i>
SL.1,	W.2,
SL.1.a,	W.3.a-e
SL.4,	W.7
SL.6	

Literature Texts

A Brief History of the Short Story by D. F. McCourt
An Occurrence at Owl Creek Bridge by Ambrose Bierce
Everyday Use by Alice Walker

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Everything Stuck to Him by Raymond Carver

The Jilting of Granny Weatherall by Katherine Anne Porter

The Leap by Louise Erdrich