



**** English 11 ****

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
7/31-12/19	Unit 1	<p>11.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or based on cultural experiences, with an emphasis on works of literature from the British Isles.</p> <p>11.1.a Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.</p> <p>11.3 Evaluate how an author explicitly exhibits their cultural perspective in developing style and meaning.</p> <p>11.4 Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.</p>	<p>Students will trace the development of character, conflict, and theme in a short story.</p> <p>Students will critically examine the portrayal of the "American Dream" as fundamental to the American narrative and examine what it means to be American?</p> <p>Students will understand and critically analyze the following questions as they read various creation myths from various Native American people groups: How do different cultures explain the creation of the world? How do different Native American creation myths compare to each other and to Judeo Christian creation myths?</p> <p>Students will synthesize various creation stories to analyze what creation myths reveal about a culture's values, traditions, and attitudes about the environment in clear and concise writing.</p> <p>Students will identify and analyze rhetorical strategies in a speech in order to respond to the following questions: How and why do leaders use fear to persuade their followers?</p>	<p>"The Danger of a Single Story" by Adichie</p> <p>"American History" by Cofer</p> <p>Native American Creation Myths</p> <p>"Sinners in the Hands of an Angry God" by Jonathan Edwards</p>

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		<p>11.5 Evaluate structural and organizational detail in texts to determine the author's purpose.</p> <p>11.11 Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>11.11.a Incorporate narrative techniques into other modes of writing as appropriate.</p> <p>11.11.b Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.</p>	<p>Students will apply reading and study strategies to challenging texts and content in order to demonstrate analytical and critical reading skills.</p> <p>Students will apply basic reference and documentation skills with an emphasis on ethical use of source material.</p> <p>Students will be clear and concise in written communication.</p>	
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	<p>11.11.c Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.</p> <p>11.14 Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>11.19 Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction,</p>		
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		<p>including historical, business, informational, and workplace documents.</p> <p>11.20 Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.</p> <p>11.21 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.</p> <p>11.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. 11.22.a Exhibit stylistic complexity and sophistication in writing.</p>		
	Unit 2	11.1 Read, analyze, and evaluate complex literary		<i>The Crucible</i> by Arthur Miller “The Lottery” by Shirley

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		<p>and historical texts written from particular points of view or based on cultural experiences, with an emphasis on works of literature from the British Isles.</p> <p>11.1.a read, analyze, and evaluate a play by a major American author, including an examination of its contributions to the other works of literature.</p> <p>11.5 Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.</p> <p>11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.</p> <p>11.11 Compose, edit, and revise both short and extended products in which the development,</p>	<p>Students will read and analyze a play, short stories, poetry, and nonfiction texts.</p> <p>Students will synthesize these texts in order to develop a strong, evidence-based response to the following questions: What are the characteristics of a successful society? Should religion be part of the government? How does fear affect truth and justice? What is the source of morality? Is gossip harmless? When should personal integrity come before civic duty?</p> <p>Students will identify and analyze the strategies used in a play's performance.</p> <p>Students will apply reading and study strategies to challenging texts and content in order to demonstrate analytical and critical reading skills.</p> <p>Students will apply basic reference and documentation skills with an emphasis on ethical use of source material.</p> <p>Students will be clear and concise in written communication.</p>	<p>Jackson "Herd Behavior" "McCarthyism" "Half Hanged Mary" by M. Atwood "On Tragedy" by Aristotle "The Salem (and other) Witch Hunts" by Mike Kubic</p> <p>"Writing Counterstories: Ways to Challenge the Dominant Narrative in FYC"</p>
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		<p>organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>11.11.a Incorporate narrative techniques into other modes of writing as appropriate.</p> <p>11.11.b Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.</p> <p>11.11.c Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or</p>		
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		<p>style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.</p> <p>11.14 Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>11.19 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.</p> <p>11.24 Evaluate the credibility of sources in terms of authority, relevance, accuracy, and</p>		
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		<p>purpose.</p> <p>11.24.a Assess the usefulness of written information to answer a research question, solve a problem, or take a position.</p> <p>11.25 Use a variety of search tools and research strategies to locate and acquire credible, relevant and useful information.</p> <p>11.26 Locate and acquire information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.</p>		
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