

**** English 11 Second Semester 2025****

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
Jan. 9, 2025- March 21, 2025	<p>The Great Gatsby</p> <p>Themes: Wealth, Power, and Corruption</p> <p>The Pursuit of Happiness</p> <p>Identity and Societal Expectations</p>	<p>Alabama Course of Study Standards: Reading Standards (e.g., theme, character development, structure, rhetoric)</p> <p>Writing Standards (e.g., argumentative, analytical, creative writing)</p> <p>Speaking and Listening Standards (e.g., collaborative discussions, presentations)</p> <p>ACT Standards: Reading: Main ideas, relationships, and integration of information.</p> <p>Writing: Development of ideas, organization, and effective transitions.</p> <p>Language: Grammar, punctuation, sentence structure, and word choice.</p>	<p>Students can explore the following questions orally and in writing by using evidence from the texts as support for their opinions...</p> <p>How does the American Dream intersect with wealth and power?</p> <p>How do societal values shape individual pursuits of happiness?</p> <p>How does the author critique wealth and morality?</p> <p>What role does privilege play in shaping societal values?</p> <p>Does money inherently corrupt?</p> <p>How does identity influence one's access to happiness?</p> <p>How does societal expectations shape personal dreams?</p> <p>What are the costs of failed dreams?</p>	<p>The Great Gatsby by F. Scott Fitzgerald</p> <p>How the Word is Passed by Clint Smith</p> <p>"Does Money Make you Mean?" Paul Piff's Ted Talk</p> <p>"Winter Dreams" by F. Scott Fitzgerald</p> <p>Poetry: Walt Whitman Langston Hughes</p> <p>Reflective, Creative, and Analytical writing</p> <p>Poetry Responses</p> <p>Literary Terminology Assessment</p> <p>Socratic Discussion</p> <p>Comprehension Questions</p>

			<p>How do characters cope with disillusionment?</p> <p>Are Gatsby's critiques of wealth and power still relevant today?</p> <p>How does modern society define happiness?</p>	
<p>March 31, 2025 - May 20, 2025</p>	<p>The 1980s in America</p> <p>Themes: Identity, Cultural Shifts</p>	<p>Alabama Course of Study Standards for ELA Grade 11</p> <p>Reading Standards:</p> <p>Standard 11.1: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.</p> <p><i>Application:</i> Students analyze the structure of <i>Kindred</i> and short stories to understand how narrative choices impact meaning.</p> <p>Standard 11.2: Determine two or more themes or central ideas of a text and analyze their</p>	<p>Students can explore the following questions orally and in writing by using evidence from the texts as support for their opinions...</p> <p>How did the cultural and political climate of the 1980s influence American literature?</p> <p>How do 1980s texts amplify voices of that generation?</p> <p>What tensions exist between individualism and community in 1980s literature?</p>	<p>Kindred by Octavia Butler The Breakfast Club (1985, dir John Hughes)</p> <p>Short stories: "Where Are You Going, Where Have You Been?" by Joyce Carol Oates "Everyday Use" by Alice Walker "Recitatif" by Toni Morrison "The Things They Carried" by Tim O'Brien</p> <p>Poetry: Audre Lorde: "A Litany for Survival" Bruce Springsteen: "Born in the USA"</p> <p>Activities and Discussion Ideas</p> <p>Text-to-Context Analysis: Have students connect the experiences of characters in the literature to major events of the 1980s.</p>

		<p>development over the course of the text.</p> <p><i>Application:</i> Through discussions and essays, students explore themes from 1980s literature.</p> <p>Standard 11.4: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.</p> <p><i>Application:</i> Students evaluate the narrative techniques in <i>Kindred</i> and other texts, discussing their effectiveness in conveying themes.</p> <p>Writing Standards:</p> <p>Standard 11.20: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>Application:</i> Students compose essays analyzing themes in</p>		<p>Identity Maps: Students create visual "identity maps" for characters from different works</p> <p>Debates and Socratic Seminars:</p> <p>Debate the impact of 1980s policies on different populations.</p> <p>Media Comparisons: Pair a text (e.g., <i>The House on Mango Street</i>) with a music video, ad, or excerpt from 1980s media to analyze society.</p> <p>Creative Assignments: Write a modern adaptation of a scene from one of the works.</p>
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	<p><i>Kindred</i>, supporting their claims with textual evidence.</p> <p>Standard 11.22: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Application:</i> The unit's writing assignments, including the synthesis project, require students to tailor their writing to specific purposes and audiences.</p> <p>Speaking and Listening Standards:</p> <p>Standard 11.24: Initiate and participate effectively in a range of collaborative discussions on grades 11–12 topics, texts, and issues.</p> <p><i>Application:</i> Class discussions, seminars, and group projects facilitate collaborative exploration of unit</p>		
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		<p>themes.</p> <p>Standard 11.25: Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.</p> <p><i>Application:</i> Students analyze films, music, and texts from the 1980s, integrating information to understand the cultural context.</p> <p>Language Standards:</p> <p>Standard 11.36: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.</p> <p><i>Application:</i> Through the study of various texts, students examine how language reflects the culture of the 1980s.</p> <p>ACT College and Career Readiness</p>		
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		<p>Develop and strengthen writing through planning, revising, and editing, particularly in the synthesis project.</p> <p>Research to Build and Present Knowledge: Conduct research projects on 1980s cultural and political contexts, integrating findings into analyses of literature.</p> <p>Language: Conventions of Standard English: Demonstrate command of grammar and usage in both written and spoken activities throughout the unit.</p> <p>Knowledge of Language: Apply language knowledge to understand how it functions in different contexts, enhancing meaning and style in writing and discussions.</p>		