

Grade 11 Content English Teacher(s) J. Wrisley

|               | Time period<br>(month? Weeks?<br>Quarter?)                    | Focus<br>Standard  | Assessment                           | Essential<br>Question   | Resources   | Differentiation  |
|---------------|---|--|--------------------------------------|---|---|--|
| <b>Unit 1</b> | Speech and Rhetoric<br>Analysis,<br><br>Approximately 2 weeks | RI.11-12.9. Analyze<br>seventeenth-,<br>eighteenth-, and<br>nineteenth-century<br>foundational U.S.<br>documents of<br>historical and<br>literary significance<br>(including The<br>Declaration of<br>Independence, the<br>Preamble to the<br>Constitution, the Bill<br>of Rights, and<br>Lincoln's Second<br>Inaugural Address)<br>for their themes,<br>purposes, and<br>rhetorical features. | Unit Test                            | 1. How does a<br>writer engage an<br>audience?<br><br>2. Why is it<br>important to<br>understand the<br>historical context<br>of a work?<br><br>3. Can I determine<br>a central message<br>of a given work? | 1. FDR's Request<br>for a Declaration<br>of War 2. JFK's<br>Inaugural Address<br>3. Dr. King's "I<br>have a Dream" 4.<br>Robert Kennedy's<br>Response to<br>Assassination 5.<br>Questions/Class<br>Work | Variety of<br>instructional<br>delivery,<br>Cooperative<br>Learning,<br>adherence to<br>504 and IEPs |
| Unit 2        | Short Story:<br><i>The Devil and Tom<br/>Walker</i>           | RL.11-12.2.<br>Determine two or<br>more themes or<br>central ideas of a<br>text and analyze<br>their development<br>over the course of<br>the text, including<br>how they interact   | Unit Quiz and<br>Written<br>Response | 1. How are we<br>ultimately<br>responsible for the<br>decisions we<br>make?<br><br>2. How are well all<br>in a way  |   | Variety of<br>instructional<br>delivery,<br>Cooperative<br>Learning,<br>adherence to<br>504 and IEPs |

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|        |   | and build on one another to produce a complex account; provide an objective summary of the text.  |  | <p>susceptible to temptation?</p> <p>3. How are greed, desire, and want interconnected?</p> <p>4. How are things not always as they might seem?</p> <p>5. How can we learn from our mistakes or choices we may regret?</p> |  |  |
| Unit 3 | <p><i>Macbeth</i>/Shakespearean Work</p> <p>Approximately 3-4 weeks</p> | <p>RL.11-12.2 and 7 Analyze multiple interpretations of a dramatic work (Include at least one play by Shakespeare and one play by and American dramatist) by authors who represent diverse world cultures</p> |  | <p><b>1. How can we take responsibility for our actions?</b></p> <p><b>2. How can we learn from our mistakes?</b></p> <p><b>3. What is a tragic hero and what is meant by tragic flaw?</b></p>                             |  |  |

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|        |  |  |  | How can my choices affect those around me?   |  |  |
| Unit 4 | <i>A Sound of Thunder</i><br>Approximately 2 weeks | RL.11-12.2.<br>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. |  | <p>1. How does human activity affect the environment?</p> <p>2. What are some possible dangers of technological advancement?</p> <p>3. How do our actions affect those around us?</p> <p>4. To what extent do we have a responsibility for future generations?</p> |  |  |