# 2019-2020 ELA Curriculum Map, Grade 11, Q1

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<thead>
<tr>
<th>Reading Focus: Information</th>
<th>Unifying Concept: Relationships and Societies</th>
<th>Quarter 1</th>
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</thead>
<tbody>
<tr>
<td>Writing Focus: Informative/Exploratory</td>
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</table>

### Enduring Understandings:
- American literature explores the conflicts that have shaped our nation through books, dramas, poems, and stories that enrich informational texts.
- Effective writers cite factual historical evidence to support their claims when writing informative/explanatory pieces.

### Essential Questions:
- How do relationships change over time?
- How are conflicts inevitable to relationships?
- What can people learn from previous generations?

### Standards

**Highly-Leveraged Standards**

<table>
<thead>
<tr>
<th>11.RI.2</th>
<th>Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</th>
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</thead>
<tbody>
<tr>
<td>11.RI.3</td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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<tr>
<td>11.W.2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td>a.</td>
<td>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</td>
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<td>b.</td>
<td>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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<td>c.</td>
<td>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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<td>d.</td>
<td>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<td>e.</td>
<td>Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.</td>
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<td>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the real topic).</td>
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**Supporting Standards**

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<th>11.RI.4</th>
<th>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</th>
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<td>11.RI.5</td>
<td>Analyze and evaluate the effectiveness of the author’s choice of structural elements and text features.</td>
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<td>11.RI.7</td>
<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.</td>
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11.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11.SL.2: Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

11.SL.3 Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

11.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

11.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use hyphenation conventions.
b. Use correct spelling.

11.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase.

Constant Standards

11.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.RI.10 By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.

11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
d. Use precise words and phrases, relevant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature.
   b. Apply grades 11–12 Reading standards to informational text and nonfiction.

11.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

11.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

11.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references as needed.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   a. Analyze nuances in the meaning of words with similar denotations.

11.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
**Social Justice Standards**

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16).

**Teaching Tolerance Website**
https://www.tolerance.org/

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**Adopted Texts and Materials**

**Textbooks:** Adopted Anthologies: *The Language of Literature—American Literature (L)*, *Elements of Literature—American Literature (E)*

**Recommended Extended Texts:** Choose 1-2

- *Adventures of Huckleberry Finn, The*, Mark Twain
- *Of Mice and Men*, John Steinbeck
- *Scarlet Letter, The*, Nathaniel Hawthorne
- *The Crucible*, p. 163, E p. 828
- *Up from Slavery*, Booker T. Washington

**Multicultural Adoptions:**

- *Gabi, a Girl in Pieces*, Isabel Quintero
- *Where Things Come Back*, John Whaley
- *Will Grayson, Will Grayson*, Green & Levithan

**Recommended Short Texts:** Choose 3-5

- “Interesting Narrative of the Life of Olaudah Equiano,” L p. 93, E p. 56-57
- “La Relacion,” Alvar Nunez Cabeza de Vaca, L p. 72
- “My Sojourn in the Land of My Ancestors,” Maya Angelou, L p. 109
- “Necessary to Protect Ourselves,” Malcolm X/Les Crane, p L. 300
- “Sinners in the Hands of An Angry God,” Jonathan Edwards, L p. 152, E p. 79
- “Stride Toward Freedom,” Martin Luther King, Jr., L p. 300
- “What is an American?” Michael-Guillaume Jean de Crevecoeur, L p. 289

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**Instructional and Assessment Guides**

- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Bloom’s Taxonomy

**Electronic Resources and Alternative Media:**

- Article on discussing "n-word"
- Bill of Rights
- Gabi, a Girl in Pieces Teacher’s Guide
- How to Make a Zine
- Lincoln’s 2nd Inaugural Address
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<td><strong>Of Mice and Men Lit Guide</strong></td>
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<td><strong>Preamble to Constitution</strong></td>
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<td><strong>Teaching Latina America Through Literature</strong></td>
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<td>“Understanding American Culture: From Melting Pot to Salad Bowl”</td>
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<td><strong>Will Grayson, Will Grayson Reading Guide</strong></td>
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<td>Salem Witch Trials Resources:</td>
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<td>Salem Witch Museum</td>
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# 2019-2020 ELA Curriculum Map, Grade 11, Q2

## Reading Focus: Literature

## Writing Focus: Informative/Explanatory

## Unifying Concept:

Adversity and the American Dream

## Quarter 2

### Enduring Understandings:

- American literature explores how people overcome obstacles to shape their identities and achieve their dreams.
- Writers’ word choices help them express their values and authenticate their membership in various social, regional, and cultural groups.

### Essential Questions:

- What causes some individuals to prevail and others to fail when faced with adversity?
- How does culture and/or society shape an individual’s concept of happiness?
- How does one create a personal definition of the American Dream?

### Standards

#### Highly-Leveraged Standards

1. **11.RL.3** Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.
2. **11.RL.9** Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.
3. **11.W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the real topic).

#### Supporting Standards

1. **11.RL.4** Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.
2. **11.RL.5** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.
3. **11.RL.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text.
4. **11.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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11.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.

11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
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   a. Apply grades 11-12 Reading standards to literature.
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a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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**11.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**11.L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use hyphenation conventions.

b. Use correct spelling.

**11.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**11.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).

b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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**11.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Social Justice Standards

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**

Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

**Teaching Tolerance Website**
https://www.tolerance.org/

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### Adopted Texts and Materials

#### Textbooks: Adopted Anthologies:*
*The Language of Literature—American Literature (L), Elements of Literature—American Literature (E)*

#### Recommended Extended Texts: Choose 1-2
- *A Raisin in the Sun*, Lorraine Hansberry
- *Grapes of Wrath*, The, John Steinbeck
- *Great Gatsby*, The, F. Scott Fitzgerald
- *Jungle The*, Upton Sinclair
- *Ma Rainey’s Black Bottom*, August Wilson
- *Of Mice and Men*, John Steinbeck

#### Multicultural Adoptions:
- *Beyond Courage*, Doreen Rappaport
- *Girl Who Fell from the Sky*, The, Heidi Durrow
- *House of Purple Cedar*, Tim Tingle
- *Keeping Corner*, Kashmira Sheth

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#### Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**
- **Bloom’s Taxonomy**
- **Informative/Explanatory Writing Guide**
- **Informative/Explanatory Rubric**
- **MLA Guide from the Purdue Online Writing Lab**
- **Socratic Seminar Resources:**
  - NWABR
  - PAIDEIA

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#### Electronic Resources and Alternative Media:

- **A Raisin in the Sun Resources**
- **“Becoming American: Beyond the Melting Pot”**
  - from Anti-Defamation League: Lesson plan on “Cultural Identity and Values”
- **“Harlem: A Dream Deferred” or “Montage of a Dream Deferred”** Langston Hughes
- **Kate Chopin Resources**
- **LA Times obituary for Hisaye Yamamoto**
- **Nike ad for “Harlem: A Dream Deferred”**
- **“Reflections on a Dream Deferred”, Representative John Lewis**
- **Teaching Tolerance: Lessons We Can Learn**
- **The Rise and Fall of Jim Crow: The Harlem Renaissance**
- **The Girl Who Fell from the Sky Discussion Questions**
- **Trailer for the 2008 movie version of A Raisin in the Sun**
## Reading Focus: Informational
Writing Focus: Argumentative

### Unifying Concept:
Fate and Freewill

### Quarter 3

### Enduring Understandings:
- Reading explores the willingness for people to face challenges and explore the unknown.
- Effective writers select and integrate information to create logical arguments.

### Essential Questions:
- How do people find their way in a world that frequently works in ways that are in direct opposition of their desires and aspirations?
- To what extent do people control their own destinies?
- How are people's fates determined by their characters?

### Standards

#### Highly-Leveraged Standards

**11.RI.6** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

**11.RI.8** Delineate and evaluate the rhetorical effectiveness of the authors’ reasoning, premises, purpose, and argument in seminal U.S. and world texts.

**11.RI.9** Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

**11.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

#### Supporting Standards

**11.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**11.RI.5** Analyze and evaluate the effectiveness of the author’s choice of structural elements and text features.

**11.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

**11.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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<td><strong>11.W.8</strong></td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
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<td><strong>11.SL.2</strong></td>
<td>Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.</td>
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<td><strong>11.SL.3</strong></td>
<td>Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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<td><strong>11.SL.4</strong></td>
<td>Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker’s line of reasoning, message, and any alternative perspectives.</td>
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<td><strong>11.SL.5</strong></td>
<td>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.</td>
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<td><strong>11.SL.6</strong></td>
<td>Use research skills to gather relevant information.</td>
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<td><strong>11.L.2.a</strong></td>
<td>Use hyphenation conventions.</td>
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<td><strong>11.L.2.b</strong></td>
<td>Use correct spelling.</td>
</tr>
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<td><strong>11.L.3.a</strong></td>
<td>Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts.</td>
</tr>
<tr>
<td><strong>11.RI.1</strong></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<tr>
<td><strong>11.RI.2</strong></td>
<td>Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</td>
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<tr>
<td><strong>11.RI.3</strong></td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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<td><strong>11.RI.10</strong></td>
<td>By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</td>
</tr>
<tr>
<td><strong>11.W.2.a</strong></td>
<td>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</td>
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<tr>
<td><strong>11.W.2.b</strong></td>
<td>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
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<tr>
<td><strong>11.W.2.c</strong></td>
<td>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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<td><strong>11.W.2.d</strong></td>
<td>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<td><strong>11.W.2.e</strong></td>
<td>Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td><strong>11.W.2.f</strong></td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the real topic).</td>
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11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

d. Use precise words and phrases, relevant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

11.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11-12 Reading standards to literature.

b. Apply grades 11-12 Reading standards to informational text and nonfiction.

11.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

11.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

11.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references as needed.

11.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).

b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
a. Analyze nuances in the meaning of words with similar denotations.

11.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Social Justice Standards

Identity:
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

Diversity:
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

Justice:
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

Action:
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

Textbooks: Adopted Anthologies: The Language of Literature—American Literature (L), Elements of Literature—American Literature (E)

Recommended Extended Texts: Choose 1-2
As I Lay Dying, William Faulkner
Devil's Highway, The, Luis Alberto Urrea
Fallen Angels, Walter Dean Meyers
House of Purple Cedar, Tim Tingle (MC)
Souls of Black Folk, The, W. E. B. DuBois
Things They Carried, The, Tim O'Brien

Multicultural Adoptions:
A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah
Between Shades of Gray, Ruta Sepetys

Recommended Short Texts: Choose 3-5
“Civil Disobedience,” Henry David Thoreau, L p. 369, E p. 249
“Coming of Age in Mississippi,” Anne Moody, L p. 609
“Gettysburg Address, The,” Abraham Lincoln, L p. 605, E p. 479
“Letter from a Birmingham Jail,” Martin Luther King, L p. 1136, E p. 256
“Mother Tongue,” Amy Tan, L p. 1215
“Self-Reliance,” Ralph Waldo Emerson, L p. 363, E p. 222
“Survival in Auschwitz,” Primo Levi, L p. 1083
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<td>Argumentative Rubric</td>
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<td>MLA Guide from the Purdue Online Writing Lab</td>
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# 2019-2020 ELA Curriculum Map, Grade 11, Q4

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<th>Reading Focus: Literature</th>
<th>Unifying Concept: Identity, Isolation, and Community</th>
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<td>Writing Focus: Argumentative</td>
<td>Quarter 4</td>
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## Enduring Understandings:
- Literature serves as a cultural lens for critical understanding about the creation of identity and the causes and effects of isolation.
- People write for a variety of purposes, which includes calling attention to common human struggles.

## Essential Questions:
- How do people construct and reflect on their identities?
- How do personal identities change as people move in and out of different communities and cultures?

## Standards

### Highly-Leveraged Standards

| 11.RL.2 | 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. |
| 11.RL.6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text. |
| 11.W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| a. | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| b. | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| c. | Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. |
| d. | Provide a concluding statement or section that follows from and supports the argument presented. |

### Supporting Standards

| 11.RL.4 | Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone. |
| 11.RL.5 | Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact. |
| 11.RL.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. |
| 11.W.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
11.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11.SL.2: Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

11.SL.3 Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker’s line of reasoning, message, and any alternative perspectives.

11.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

11.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references as needed.

11.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   a. Analyze nuances in the meaning of words with similar denotations.

Constant Standards

11.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.

11.RL.9 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

11.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.

11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the real topic).

11.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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11.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

11.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use hyphenation conventions.
   b. Use correct spelling.

11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

11.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
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Teaching Tolerance Website
https://www.tolerance.org/

Adopted Texts and Materials

**Textbooks:** Adopted Anthologies: The Language of Literature—American Literature (L), Elements of Literature—American Literature (E)

**Recommended Extended Texts:** Choose 1-2
- All the Pretty Horses, Cormac McCarthy
- *Awakening*, The, Kate Chopin
- *Beloved*, Toni Morrison
- *Bless Me Ultima*, Rodolfo Anaya
- *Catcher in the Rye, The*, J.D. Salinger
- *Old Man and the Sea, The*, Ernest Hemingway
- *Their Eyes Were Watching God*, Zora Neale Hurston

**Multicultural Adoptions:**
- *Blasphemy*, Sherman Alexie

**Recommended Short Texts:** Choose 3-5
- *Ambush,* Tim O’Brien, L p. 1105
- *Armistice,* Bernard Malamud, L p. 1076
- *Hostage,* Joyce Carol Oates, L p. 1200
- *Letter from a Birmingham Jail,* Martin Luther King, L p. 1136, E p. 256
- *Letter from Paradise…* Joan Didion, L p. 1085
- *Story of an Hour,* The, Kate Chopin, L p. 783
- *When the Negro was in Vogue,* L Langston Hughes, p. 932
- *Why Soldiers Won’t Talk,* John Steinbeck, L p. 1090
- *Yellow Wallpaper,* Charlotte Perkins Gilman, L p. 765
### Instructional and Assessment Guides
- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Bloom’s Taxonomy
- Argumentative Writing Guide
- Argumentative Rubric
- MLA Guide from the Purdue Online Writing Lab
- Socratic Seminar Resources:
  - NWABR
  - PAIDEIA

### Additional Instructional Resources
- Electronic Resources and Alternative Media:
  - A Lady Writing a Letter (painting) Johannes Vermeer
  - Article on discussing “n-word”
  - Billie Holiday Strange Fruit
  - Cormac McCarthy Resources
  - Girl Writing a Letter (Poem) by William Carpenter
  - Girl Writing A Letter sung by Lori Lieberman
  - Rodolfo Anaya Resources
  - Zora Neale Hurston’s First Story: Spunk

1*Highly-Leveraged Standards* are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2*Supporting Standards* are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3*Constant Standards* are routinely addressed to reinforce grade-level mastery.