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| **Collection #1:** Coming to America  **Collection #1 Academic Vocabulary:**  adapt, coherent, device, displace, dynamic  **Aligned Novel Choices:** *Scarlet Letter* | | | **Essential Question:** How does immigration change American and how does America change those who come here?  **Collection Performance Task:**  Write an Argument  **SC Standards 11RI.5.1, 11RL.5.1, 11W1.1 a-j, 11W4, 11W5**  **Portfolio Assignment:** Argumentative Writing | | |
| **Collection Description:** In this collection, you will explore how America has always been a land shaped by immigrants. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.  11-RL.7.1 Analyze the development of theme across diverse media, modality and format.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.10.1 Use context clues to determine meanings of words and phrases.  11-RL.12-2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  **Reading Informational Text**  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.  11-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.  11-RI.9.1 Use context clues to determine meaning of words and phrases.  11-RI.9.3 Use a base word to determine the meaning of an unknown word with the same base (Grade 2).  11-RI.10.1 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 power, persuasiveness, or beauty of the text.  11-RI.11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.  11-RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.  **Writing**  11-W.1.1 Write arguments that:   1. Introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; 2. Use relevant information from multiple print and multimedia sources; 3. Assess the credibility and accuracy of each source; 4. Create an organizational structure that logically sequences claim (s), counterclaims, reasons, warrants, and evidence, 5. Develop claim 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. 6. Use words, phrases, and clauses as wel as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; 7. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 10. Avoid logical fallacies and demonstrate and understanding of objectivity and subjectivity; 11. Provide a concluding statement or section that follows from and supports the argument presented; and 12. Include a call to action.   11-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources 3. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid as needed; 6. Develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts; 10. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  11-W.5.2a Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.  **Communication**  11-C.2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience, and task.  11-C.2.2 Distinguish between credible and non-credible sources of information.  11-C.2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.  11-C.5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.  11-C.5.2 Deliver message that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.  11-C.5.3 Develop messages that use logical, emotional and ethical appeals. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**  from *Of Plymouth Plantation*  by William Bradford  (historical account)  p. 5 | Determine Central Ideas SC Standards 11RI.5.1, 11RI.6.1  Analyze Foundational Texts: Historical Accounts  Analyze Language and Usage  SC Standards RI.5.1, RI.8.1 | **STRATEGY:**  Archaic Vocabulary  p. 21  SC Standards 11RI.8.1, 11RI.9.1  **CRITICAL VOCABULARY:**  divers, sundry, succor, tender, sentinel, circulate, rendezvous, patent | | Active and Passive Voice  p. 22 |  |
| **CLOSE READER:**  *The General History of Virginia*  by John Smith  (historical account) | Determine Central Ideas SC Standards 11RI.5.1, 11RI.6.1  Analyze Foundational Texts: Historical Accounts  Analyze Language and Usage  SC Standards 11RI.5.1, 11RI.8.1 |  | |  |  |
| “Coming of Age in the Dawnland” from *1491*  by Charles C. Mann  (history writing)  p. 23 | Determine the Meaning of Words and Phrases  SC Standard RI.5.1, RI.8.1  Determine Author’s Purpose  SC Standards 11RI.10.1 | **STRATEGY:**  Specialized Vocabulary  p. 34  SC Standard 11RI.8.1  **CRITICAL VOCABULARY:**  project, settlement, divergence, ferment, regimen, defection, stoically | | Dependent (or Subordinate) Clauses  p. 35  SC Standard 11W4.1c | Writing Activity: Argument  p. 33  SC Standards 11W1.1 a-1, 11W4, 11W5 |
| from *The Tempest*  by William Shakespeare  (drama) | Support Inferences: Draw Conclusions  SC Standards 11RL.5.1  Analyze Language  SC Standards 11RL.5.1, 11RL.9.1 | none | | none | Writing Activity: Essay  p. 70  SC Standards 11RL.5.1, 11W2.1 a-l, 11W4, 11W5 |
| COMPARE TEXT AND MEDIA  Media Versions of *The Tempest*  *The Tempest* (1980)  by BBC Shakespeare  (film) | Analyze Interpretations of Drama  SC Standard 11RL.7.1 | none | | none |  |
| production images  *The Tempest* (2010) | Analyze Interpretations of Drama  SC Standard 11RL.7.1 | none | | none | Speaking Activity:  Debate  p. 765  SC Standards 11C2.1-2.4, 11C5.1-5.3 |
| Compare Text and Media | none | none | | none |  |
| “Balboa”  by Sabina Murray  (short story)  p. 77 | Determine Themes  SC Standards 11RL.5.1, 11RL.6.1  Analyze Structure: Flashback and Flash Forward  SC Standards 11RL.5.1, 11RL.12.2 | **STRATEGY:**  Context Clues p. 86  SC Standard 11RL.10.1  **CRITICAL VOCABULARY:**  pristine, supplant, protrude, provision, discord, distinction, cede | | none |  |
| “’Blaxicans’ and Other Reinvented Americans”  by Richard Rodriguez  (argument)  p. 87 | Analyze and Evaluate Structure: Argument  SC Standards 11 RI.5.1,11RI.10.1, 11RI.11.1, 11RI.11.2  Determine Author’s Purpose:  SC Standards 11RI.5,1, 11RI.10.1 | **STRATEGY:**  The Latin Prefix *circum-*  p. 95  SC Standard 11RI.9.3 (grade 2)  **CRITICAL VOCABULARY:**  cull, factor, predominant, ascendency, denote, circumvent | | Using Colons Effectively  p. 96  SC Standard 11W.5.2a | Writing Activity: Evaluation  p. 94  SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.1, 11W2.1 a-l, 11W4, 11W5 |
| **CLOSE READER:**  “Mother Tongue”  by Amy Tan  (essay)  p. 96c | Analyze and Evaluate Structure: Argument  SC Standards 11 RI.5.1,11RI.10.1, 11RI.11.1, 11RI.11.2  Determine Author’s Purpose:  SC Standards 11RI.5,1, 11RI.10.1 |  | |  |  |
| “New Orleans”  by Joy Harjo  p. 97 | Analyze Language: Free Verse  SC Standard 11RL.9.1  Determine Themes  SC Standards 11RL.5.1, 11RL.6.1 | none | | none |  |
| **CLOSE READER:**  “Indian Boy Love Song”  by Sherman Alexie  (poem) p. 102c | Analyze Language: Free Verse  SC Standard 11RL.9.1  Determine Themes  SC Standards 11RL.5.1, 11RL.6.1 |  | |  |  |

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| **Collection #2:** Building a Democracy  **Collection #2 Academic Vocabulary:**  contrary, founder, ideological, publication, revolution  **Aligned Novel Choices:** n/a | | | **Essential Question:** How can a large group of people with widely different background, beliefs, and interests work together to form one political union?  **Collection Performance Task:**  Write an Informative Essay  SC Standards 11RI.5.1, 11RL.5.1, 11W2.1 a-l, 11W4, 11W5, 11C1.1  **Portfolio Assignment:** Informative Writing | | |
| **Collection Description:** This collection explores how people who are so different can work together to create a unified whole while also protecting the rights of everyone. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.11.1 Analyze how pint of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.  11-RL.12.2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  **Reading Informational Text**  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.  11-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.  11-RI.8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.  11-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases (grade 4)  11-RI.10.1 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 power, persuasiveness, or beauty of the text.  11-RI.11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.  11-RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing  **Writing**  11-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources 3. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid as needed; 6. Develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts; 10. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  11-W.5.2 b Use hyphenation conventions  **Communication**  11-C. 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.  11-C.1.2 Initiate and participate effectively in arrange of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  11-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  11-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts and elements of text, reflecting, constructing, and articulating new understandings.  11-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  11-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| COMPARE ANCHOR TEXTS:  **ANCHOR TEXT:** *The Declaration of Independence*  By Thomas Jefferson  (public document)  p. 111 | Analyze Structure:  Style and Content  SC Standards 11RI.10.1, 11RI. 8.2  Analyze Foundational Documents: Theme and Rhetorical Features  SC Standards 11RI.5.1, 11RI.6.1 | **STRATEGY:**  Domain-Specific Words  p. 119  SC Standard 11RI. 9.4  **CRITICAL VOCABULARY:**  established, affected, invested, abdicated | | Parallel Structure  p. 120  SC Standard 11W.4.1a |  |
| from *The United States Constitution: Preamble and Bill of Rights*  (public document) | Evaluate Seminal Texts: Constitutional Principles  Analyze Foundational Documents  SC Standard 11RI.10.1 | **STRATEGY:**  n/a  **CRITICAL VOCABULARY:**  posterity, infringed, prescribed, imposed | | Formal and Informal Style  p. 127  SC Standard 11RI.5.1, 11RI.10.1 | Writing Activity: Essay  p. 128  SC Standards 11W2.1 a-l, 11W.4, 11W.5 |
| **CLOSE READER:**  from *The United States Constitution*  by The Founders  (public document) | Evaluate Seminal Texts: Constitutional Principles  Analyze Foundational Documents  SC Standard 11RI.10.1 |  | |  |  |
| *The Federalist No 10*  By James Madison  (argument)  p. 129 | Analyze Foundational Documents  SC Standard 11RI.10.1  Analyze Language: Defining a Key Term  SC Standard 11RI.8.1  Evaluate Seminal Texts: Purpose and Premises of an Argument  SC Standards 11RI.10.1. 11RI.11.2 | **STRATEGY:**  Evaluating Nuances in Meaning p. 139  SC Standard 11RI.8.1  **CRITICAL VOCABULARY:**  faction, aggregate, reciprocal, latent, apportionment, efficacy, comprised, pervade | | Transitions  p. 140  SC Standard 11RI.11.1 |  |
| **CLOSE READER:**  “Petition to the Massachusetts General Assembly” p. 27 | Analyze Foundational Documents  SC Standard 11RI.10.1  Analyze Language: Defining a Key Term  SC Standard 11RI.8.1  Evaluate Seminal Texts: Purpose and Premises of an Argument  SC Standards 11RI.10.1. 11RI.11.2 |  | |  |  |
| “Thomas Jefferson: The Best of Enemies”  By Ron Chernow  (history article)  p. 141 | Analyze Ideas and Events: Sequence  SC Standard 11RI.11.1  Analyze Structure:  Comparison and Contrast  SC Standard 11RI.5.1, 11.RI10.1 | **STRATEGY:**  Consulting General and Specialized Reference Works  p. 149  SC Standard 11RI.9.4 (grade 4) | | Hyphenation  p. 150  SC Standard 11W.5.2b |  |
| **CLOSE READER:**  “Abigail Adams’ Last Act of Defiance”  by Woody Holton  (article)  p. 150c | Analyze Ideas and Events: Sequence  SC Standard 11RI.11.1  Analyze Structure:  Comparison and Contrast  SC Standard 11RI.5.1, 11.RI10.1 |  | |  |  |
| COMPARE TEXTS:  “To the Right Honorable William, Earl of Dartmouth”  “On Being Brought from Africa to America”  by Phillis Wheatley  (poem)  “On the Emigration to America and Peopling the Western Country”  by Philip Freneau  (poem) | Colonial American Poetry  SC Standards 11RL.5.1, 11RL.6.1  Analyze Language  SC Standards 11RL.5.1, 11RL.9.1 | none | | none | Speaking Activity:  p. 158  SC Standards 11RL.5.1, 11C 1.1-1.6, 11W2.1 |
| “A Soldier for the Crown”  by Charles Johnson  (short story) | Analyze Structure: Suspense and Ambiguity SC Standards 11RL.5.1, 11RL.12.2  Analyze Point of View: Second Person  SC Standards 11RL.5.1, 11.RL.11.1 | **STRATEGY:**  none  **CRITICAL VOCABULARY:**  capacity, belatedly, unalienable, elusive | | Point of View  p. 166  SC Standard 11RL.11.1 | Writing and Speaking Activity  p. 165  SC Standards 11RL.5.1, 11I.2.1, 11I3.2, 11I3.3, 11I.3.4, 11W.2.1, 11C.1.1-1.6 |
| MEDIA ANALYSIS  “Patrick Henry: Voice of Liberty”  by A & E  (documentary) | Analyze Foundational Documents  SC Standard 11RI.10.1 | none | | none |  |

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| **Collection #3:** The Individual and Society  **Collection #3 Academic Vocabulary:**  analogy, denote, quote, topic, unique  **Aligned Novel Choices:** *The Prince and the Pauper* | | | **Essential Question:** How can diverse voices create a unified identity?  **Collection Performance Task:** \*\*\*  A: Write a Narrative  SC Standards 11W.3.1 a-h, 11W.4, 11.W.5  **AND/OR**  B: Debate an Issue  SC Standards 11W1.1, 11C1.1, 11C4.1, 11C2.1, 11C2.4  **Portfolio Assignment:** Literary Analysis | | |
| **Collection Description:** In this collection, you will explore how writers in the early 19th century created a new “American” literature. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.10.1 Use context clues to determine meanings of words and phrases.  11-RL.10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes (Grade 5)  11-RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.  11-RL.12.1 Analyze the relationships among structure, plot and manipulation of time to determine how meaning is derived citing support from the text.  11-RL.12. 2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  **Reading Informational Text**  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.  11-RI. 8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.  11-RI.9.1 Use context clues to determine meanings of words and phrases.  11-RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes. (Grade 6)  **Writing**  11-W.1.1 Write arguments that:   1. Introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; 2. Use relevant information from multiple print and multimedia sources; 3. Assess the credibility and accuracy of each source; 4. Create an organizational structure that logically sequences claim (s), counterclaims, reasons, warrants, and evidence, 5. Develop claim 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. 6. Use words, phrases, and clauses as wel as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; 7. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 10. Avoid logical fallacies and demonstrate and understanding of objectivity and subjectivity; 11. Provide a concluding statement or section that follows from and supports the argument presented; and 12. Include a call to action.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  11-W.5.2a Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.  **Communication**  11-C. 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.  11-C.1.2 Initiate and participate effectively in arrange of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  11-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  11-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts and elements of text, reflecting, constructing, and articulating new understandings.  11-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  11-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**  from “Song of Myself”  by Walt Whitman  p. 177 | Analyze Structure: Free Verse  SC Standards 11RL.5.1, 11RL.12.1  Determine Themes  SC Standards 11RL.5.1,11RL.6.1 | none | | Parallel Structure  p. 186  SC Standards 11W4.1a |  |
| **CLOSE READER:**  “I Hear America Singing”  “A Noiseless Patient Spider”  by Walt Whitman  (poems) | Analyze Structure: Free Verse  SC Standards 11RL.5.1, 11RL.12.1  Determine Themes  SC Standards 11RL.5.1,11RL.6.1 |  | |  |  |
| “Growing Up Asian in America”  by Kesaya E. Noda  p. 187 | Analyze Ideas and Events: Classification  SC Standard 11RI.8.2  Determine Author’s Purpose  SC Standards 11RI.5.1, 11RI.10.1 | **STRATEGY:**  Patterns of Word Change  p. 197  SC Standard 11RI.9.2 (grade 6)  **CRITICAL VOCABULARY:**  abounded, invocation, timidity, subtlety | | Varying Sentence Structure  p. 198  SC Standard 11RI.8.2 | Speaking Activity: Discussion p. 196  SC Standards 11C1.1-1.5 |
| “The Soul Selects her own Society”  “Because I could not stop for Death”  “Much Madness Is divinest Sense”  “Tell all the Truth but tell it slant”  by Emily Dickinson  (poems) | Analyze Language  SC Standards 11RL.5.1, 11RL.9.1  Determine Themes  SC Standards 11RL.5.1, 11RL.6.1 | **STRATEGY:**  Affixes  p. 206  SC Standard 11RL.10.2 (grade 5)  **CRITICAL VOCABULARY:**  none | | none | Writing Activity: Analysis  p. 205  SC Standards 11W.1.1 a-i, 11W4, 11W5 |
| from *Walden*  by Henry David Thoreau  (essay)  p. 207 | Determine Central Ideas: Summarize  SC Standards 11RI.5.1, 11RI.6.1  Determine Author’s Purpose: Style  SC Standards 11RI.5.1, 11RI.10.1 | **STRATEGY:**  Context Clues  p. 219  SC Standard 11RI.9.1  **CRITICAL VOCABULARY:**  unfathomed, perennial, untenable, dissipation, congenial, perturbation | | Rhetorical Questions  p. 220  SC Standard 11RI.10.1 | Writing Activity:  Essay  p. 218  SC Standards 11W.2.1 a-l, 11W4, 11W5 |
| **CLOSE READER:**  from “Self Reliance” and “Nature”  by Ralph Waldo Emerson  (essays) | Determine Central Ideas: Summarize  SC Standards 11RI.5.1, 11RI.6.1  Determine Author’s Purpose: Style  SC Standards 11RI.5.1, 11RI.10.1 |  | |  |  |
| **ANCHOR TEXT:**  “Against Nature”  by Joyce Carol Oates  (argument)  p. 221 | Analyze and Evaluate Structure: Literary Criticism  SC Standards 11RI.5.1, 11RI.10.1 | **STRATEGY:**  Parts of Speech  p. 232  SC Standard 11RI.9.2  **CRITICAL VOCABULARY:**  resonance, autonomy, evidently, transcending, tangentially, harbingers | | Quotations  p. 233  SC Standards 11RI.5.1, 11RI.8.2 | Writing Activity: Analysis  p. 231  SC Standards 11W.1.1 a-i, 11W.4, 11W.5 |
| **CLOSE READER:**  “Spoiling Walden:Or, How I Learned to Stop Worrying and Love Cape Wind”  by David Gessner  (essay) | Analyze and Evaluate Structure: Literary Criticism  SC Standards 11RI.5.1, 11RI.10.1 |  | |  |  |
| COMPARE TEXTS  “The Minister’s Black Veil”  by Nathaniel Hawthorne  (short story)  p. 235 | Determine Themes: Romanticism  SC Standards 11RL.5.1, 11RL.6.1  Analyze Structure: Symbolism  SC Standard 11RL.5.1, 11RL.11.1 | **STRATEGY:**  Nuances in Word Meanings p. 248  SC Standard 11RL.9.1  **CRITICAL VOCABULARY:**  emblem, pathos, ostentatious, obstinacy, plausibility, mitigate | | none | Speaking Activity: Discussion p. 247  SC Standards 11C1.1-1.6 |
| “The Pit and the Pendulum”  by Edgar Allan Poe  (short story) p. 249 | Determine Themes:  SC Standards 11RL.5.1, 11RL.6.1  Analyze Structure:  Atmosphere and Dramatic Tension  SC Standards 11RL.5.1, 11RL.12.2 | **STRATEGY:**  Using Context Clues  SC Standard 11RL. 10.1  **CRITICAL VOCABULARY:**  indeterminate,lucid, tumultuous, supposition, insuperable, prostrate, pertinacity, averted | | Semicolons p. 265  SC Standard 11W5.2a | Writing Activity: Analysis  p. 266  SC Standards 11W1.1 a-l, 11W.4, 11W.5 |

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| **Collection #4:** A New Birth of Freedom  **Collection # Academic Vocabulary:**  confirm, definitely, deny, format, unify  **Aligned Novel Choices:** *The Narrative of the Life of Frederick Douglass* | | | **Essential Question:** What must be sacrificed for freedom?  **Collection Performance Task:**  Present a Persuasive Speech  SC Standards 11W1.1a-i, 11C2.1-2.4, 11W4, 11W5  **Portfolio Assignment:** n/a | | |
| **Collection Description:** This collection explores how African Americans and women gained new freedoms after a bloody civil war. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.12. 2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  Reading Informational Text  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts and ideas in argument or informative texts.  11-RI.9.1 Use context clues to determine meanings of words and phrases.  11-RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes. (Grade 6)  11-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases (Grade 4).  11-RI.10.1 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 power, persuasiveness, or beauty of the text.  11-RI.11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.  11-RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing  **Writing**  11-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources 3. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid as needed; 6. Develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts; 10. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.4.1c Demonstrate command of grammar and usage rules  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Communication**  11-C.2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience, and task.  11-C.2.2 Distinguish between credible and non-credible sources of information.  11-C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  11-C.2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**  “Second Inaugural Address”  by Abraham Lincoln  (speech)  p. 279 | Evaluate Seminal Texts: Premises, Purposes and Arguments  SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.1, 11RI.11.2 | **STRATEGY:**  Pronunciation  **CRITICAL VOCABULARY:**  engross, venture, deprecate, wring | | Balanced Sentences  p. 284  SC Standard 11RI.11.1 |  |
| **CLOSE READER:**  *The Emancipation Proclamation*  by Abraham Lincoln  (legal document) | SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.1, 11RI.11.2 |  | |  |  |
| “What to the Slave Is the Fourth of July?”  by Frederick Douglass  (speech)  p. 285 | Analyze Author’s Point of View: Speech  SC Standards 11RI.5.1, 11RI. 10.1 | **STRATEGY:**  Multiple-Meaning Words  p. 293  SC Standard 11RI.9.1, 11RI.9.4  **CRITICAL VOCABULARY:**  pale, cleave, reproach, quicken, license | | Rhetorical Devices  p. 294  SC Standard 11RI.10.1 | Writing Activity:  Outline and Summary  p. 292  SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.2, 11W2, 11W4, 11W5 |
| “Declaration of Sentiments”  by Elizabeth Cady Stanton  (public document)  p. 295 | Analyze Author’s Purpose  SC Standards 11RI.5.1, 11RI. 10.1 | **STRATEGY:**  The Latin Root *ject p.300*  SC Standard 11RI.9.2  **CRITICAL VOCABULARY:**  transient, evince, delinquency, abject | | none | Writing Activity:  Comparison  p. 299  SC Standards 11RI.5.1, 11RI.6.1, 11W2.1 a-l, 11W4, 11W5 |
| **CLOSE READER:**  *The Iroquois Constitution*  by Dekinawada  (public document) | SC Standards 11RI.5.1, 11RI. 10.1 |  | |  |  |
| “Building the Transcontinental Railroad”  by Iris Chang p. 301 | Analyze Ideas and Events: Sequence  SC Standard 11 RI.11.1  Author’s Purpose: Tone and Style  SC Standard 11RI.10.1 | **STRATEGY:**  Context Clues  SC Standard 11RI.9.1  **CRITICAL VOCABULARY:**  formidable, expedience, diligence, systematize | | Avoiding Misplaced Modifiers p. 314  SC Standard 11W.4.1c |  |
| **CLOSE READER:**  “Bonding Over a Mascot”  by Joe Lapointe  (newspaper article) | Analyze Ideas and Events: Sequence  SC Standard 11 RI.11.1  Author’s Purpose: Tone and Style  SC Standard 11RI.10.1 |  | |  |  |
| MEDIA ANALYSIS  “The 54th Massachusetts”  by HISTORY  (documentary) | Integrate and Evaluate Information  SC Standard 11RI.7.1 | none | | none |  |
| “Runagate Runagate”  by Robert Hayden  (poem) | Analyze Language: Allusions  SC Standards 11RL5.1, 11RL.9.1  Analyze Structure: Rhythm and Meaning  SC Standards 11RL.5.1, 11RL.12.2 | none | | none | Writing Activity: Essay  SC Standards 11RL.5.1, 11W2.1 a-l, 11W4, 11W5 |

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| **Collection #5:** An Age of Realism  **Collection #5 Academic Vocabulary:**  ambiguous, clarify, implicit, revise, somewhat  **Aligned Novel Choices:** *Ethan Frome* | | | **Essential Question:** What is reality?  **Collection Performance Task:** Write an Analytical Essay  **SC Standards 11RL.5.1, 11RL.6.1, 11W1.1 a-i, 11W4, 11W5**  **Portfolio Assignment:** Narrative Writing | | |
| **Collection Description:** In this collection, you will explore how post-Civil War America experienced rapid industrialization, urban growth, and social change. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes (Grade 5)  11-RL.10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases. (Grade 5)  11-RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.  **Reading Informational Text**  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts and ideas in argument or informative texts.  11-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.  11-RI.10.1 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 power, persuasiveness, or beauty of the text.  **Writing**  11-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources 3. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid as needed; 6. Develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts; 10. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   11-W.3.1 Gather ideas from texts, multimedia, and personal experiences to write narratives that:   1. Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; 2. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; 3. Create a smooth progression of experiences or events; 4. Use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; 5. 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; 6. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 7. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and 8. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.4.1c Demonstrate command of grammar and usage rules  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Communication**  11-C. 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.  11-C.1.2 Initiate and participate effectively in arrange of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  11-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  11-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts and elements of text, reflecting, constructing, and articulating new understandings.  11-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  11-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**  “To Build a Fire”  by Jack London  p. 331 | Analyze Structure: Realism and Naturalism  SC Standards 11RL.5.1, 11RL 8.1 | **STRATEGY:**  Etymology p. 349  SC Standard 11RL. 10.5  **CRITICAL VOCABULARY:**  intangible, apprehension, imperative, extremity | | Consistent Tone  p. 350  SC Standard 11RL.5.1, 11RL.9.1 |  |
| **CLOSE READER:**  “The Men in the Storm”  by Stephen Crane  (short story) | Analyze Structure: Realism and Naturalism  SC Standards 11RL.5.1, 11RL 8.1 |  | |  |  |
| COMPARE TEXTS  from *The Jungle*  by Upton Sinclair  (novel) p. 352 | Determine Author’s Purpose  SC Standards 11RL.5.1, 11RL.11.1  Analyze Author’s Choices  SC Standards 11RL.5.1, 11RL.11.1 | **STRATEGY:**  Word Families p.358  SC Standard 11RL. 10.2  **CRITICAL VOCABULARY:**  oblige, ingenious, ostensibly, skeptical | | none |  |
| “Food Product Design” from *Fast Food Nation*  by Eric Schlosser  (investigative journalism) | Determine Author’s Purpose  SC Standards 11RI.5.1, 11RI. 10.1  Analyze Language: Technical Terms  SC Standard 11RI.8.1 | **STRATEGY:**  none  **CRITICAL VOCABULARY:**  stem, volatile, infinitesimal, catalyst, conjure | | Dashes  p. 371  SC Standard 11W.5.2 | Writing Activity: Narrative  p. 370  SC Standards 11W.3.1 a-l, 11W4, 11W5 |
| **CLOSE READER:**  “The Yuckiest Food in the Amazon"  by Mary Roach  (article) | Determine Author’s Purpose  SC Standards 11RI.5.1, 11RI. 10.1  Analyze Language: Technical Terms  SC Standard 11RI.8.1 |  | |  |  |
| “The Lowest Animal”  by Mark Twain  (essay)  p. 373 | Author’s Purpose: Satire  SC Standards 11RI.5.1, 11RI.10.1 | **STRATEGY:**  Nuance in Word Meaning  p. 381  SC Standard 11RI.8.1  **CRITICAL VOCABULARY:**  disposition, caliber, transition, atrocious | | Anaphora and Parallelism  p. 382  SC Standard 11W4.1c |  |
| COMPARE TEXT AND MEDIA: Tenements and the “Other Half”  “Genesis of the Tenement”  by Jacob Riis  (essay)  Tenement Photos  by Jacob Riis  (image collection)  “Child Mortality Rates”  by Tenement House Committee  (report)  “AMERICA The Story of Us: Jacob Riis”  by HISTORY  (video) | Integrate and Evaluate Information  SC Standards 11RI.5.1, 11RI.7.1 | none | | none | Writing Activity:  Essay  p. 394  SC Standards 11RI.5.1, 11W2.1 a-l, 11W4, 11W5 |
| “The Story of an Hour”  by Kate Chopin  (short story)  p. 395 | Analyze Author’s Point of View: Irony  SC Standards 11RL.5.1, 11RL.11.1 | **STRATEGY:**  Word Collocations  p. 400  **CRITICAL VOCABULARY:**  abandonment, vacant, illumination, composed | | none | Speaking Activity: Discussion  p. 399  SC Standards 11C1.1-1.6 |
| **CLOSE READER:**  “A Journey”  by Edith Wharton  (short story) | Analyze Author’s Point of View: Irony  SC Standards 11RL.5.1, 11RL.11.1 |  | |  |  |
| “The Fish”  by Elizabeth Bishop  (poem) p. 401 | Analyze Structure: Symbol  SC Standards 11RL.5.1, 11RL. 9.1 | none | | none |  |
| **CLOSE READER:**  “Ode to a Large Tuna in the Market”  by Pablo Neruda (poem) | Analyze Structure: Symbol  SC Standards 11RL.5.1, 11RL. 9.1 |  | |  |  |

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| **Collection #6:** The Modern World  **Collection #6 Academic Vocabulary:**  contemporary, global, infinite, simulated,, virtual  **Aligned Novel Choices:** *Winesburg, Ohio* | | | **Essential Question:** What causes the loss of common sense?  **Collection Performance Task:**  A: Write an Argument  SC Standards 11W.1.1 a-i, 11W4, 11W5  **AND/OR**  B: Participate in a Panel Discussion  SC Standards 11C1.1-1.6  **Portfolio Assignment:** n/a | | |
| **Collection Description:** This collection explores how Americans have responded to modern life in a globally connected world. | | | | | |
| **Unit Standards**  **Inquiry**  11-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.  11-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.  11-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.  11-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.  11-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.  11-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.  11-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  11-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  11-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.  11-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.  11-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.  11-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.  **Reading Literary Text**  11-RL.5.1 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; investigate multiple supported academic interpretations.  11-RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.  11-RL.7.1 Analyze the development of theme across diverse media, modality and format.  11-RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.  11-RL. 8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas or events develop and interact within a particular context.  11-RL.9.1 Analyze and interpret the author’s use of diction, conventions, figurative language and/or language that is particularly fresh, engaging, or beautiful.  11-RL.10.1 Use context clues to determine meanings of words and phrases.  11-RL.10.5 Consult print and media resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  11-RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.  11-RL.12.1 Analyze the relationships among structure, plot and manipulation of time to determine how meaning is derived citing support from the text.  11-RL.12. 2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  **Reading Informational Text**  11-RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.  11-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.  11-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words and phrases (grade 4)  11-RI.10.1 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 power, persuasiveness, or beauty of the text.  11-RI.11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.  11-RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing  **Writing**  11-W.2.1 Write informative/explanatory texts that:   1. Introduce a topic; 2. Use relevant information from multiple print and multimedia sources 3. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 4. Assess the credibility and accuracy of each source; 5. Include formatting, graphics, and multimedia to aid as needed; 6. Develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the topic; 7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; 8. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 9. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts; 10. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic; 11. Establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and 12. Provide a concluding statement or section that follows from and supports the information or explanation presented.   11-W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences  11-W.3.1 Gather ideas from texts, multimedia, and personal experiences to write narratives that:   1. Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; 2. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; 3. Create a smooth progression of experiences or events; 4. Use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; 5. 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; 6. Develop and strengthen writing as needed by planning, revising, editing, rewriting; 7. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and 8. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   11-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  11-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Communication**  11-C. 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.  11-C.1.2 Initiate and participate effectively in arrange of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  11-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.  11-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts and elements of text, reflecting, constructing, and articulating new understandings.  11-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.  11-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.  11-C.2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience, and task.  11-C.2.2 Distinguish between credible and non-credible sources of information.  11-C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  11-C.2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**  “Winter Dreams”  by F. Scott Fitzgerald  (short story)  p. 413 | Analyze Story Elements:  Motivation  SC Standards 11RL. 5.1, 11 RL.8.1  Support Inferences  SC Standard 11RL.5.1 | **STRATEGY:**  Precise Usage p. 436  SC Standard 11RL.10.5  **CRITICAL VOCABULARY:**  blatantly, precarious, flux, precipitate, petulance, mundane, turbulence, plaintive | | Craft Effective Sentences  p. 437  SC Standard 11W.4 | Writing Activity: Letters  p. 435  SC Standards 11W3.1 a-l, 11W4, 11W5 |
| **CLOSE READER:**  “Ambush”  by Tim O’Brien  (short story) | Analyze Story Elements:  Motivation  SC Standards 11RL. 5.1, 11 RL.8.1  Support Inferences  SC Standard 11RL.5.1 |  | |  |  |
| COMPARE TEXTS:  Poems of the Harlem Renaissance  “Song of the Son”  by Jean Toomer  “From the Dark Tower” by Countee Cullen  “A Black Man Talks of Reaping”  by Arna Bontemps | Demonstrate Knowledge of Foundational Works  SC Standards 11RL.5.1, 11RL.6.1, 11RL7.2  Analyze Language: Connotations  SC Standards 11RL.5.1, 11RL.9.1 | none | | none | Writing Activity: Essay  p. 444  SC Standards 11W.2.1 a-i, 11W4, 11W5 |
| **CLOSE READER:**  “The Weary Blues by Langston Hughes  (poem)  “How It Feels to Be Colored Me”  by Zora Neale Hurston  (poem) | Demonstrate Knowledge of Foundational Works  SC Standards 11RL.5.1, 11RL.6.1, 11RL7.29.1  Analyze Language: Connotations  SC Standards 11RL.5.1, 11RL.9.1 |  | |  |  |
| “Mending Wall”  “The Death of the Hired Man”  by Robert Frost  (poems) p.445 | Analyze Language: Ambiguity  SC Standards 11RL.5.1, 11RL.9.1  Analyze Structure  SC Standards 11RL.5.1, 11RL. 8.1 | none | | Informal Style L 3a |  |
| **ANCHOR TEXT:**  *The Crucible*  by Arthur Miller  (drama)  p.457 | Analyze Drama Elements  SC Standards 11RL.5.1, 11RL.6.1, 11RL.7.1, 11RL.8.1, 11RL.9.1, 11RL.12.1, 11RL.12.2 | none | | Dialogue  p. 542  SC Standards 11RL.9.1 | \*\*\* There are Performance Tasks after each ACT. |
| **CLOSE READER:**  from *The Crucible*  by Arthur Miller  (drama) | Analyze Drama Elements  SC Standards 11RL.5.1, 11RL.6.1, 11RL.7.1, 11RL.8.1, 11RL.9.1, 11RL.12.1, 11RL.12.2 |  | |  |  |
| COMPARE TEXT AND MEDIA: Media Versions of *The Crucible*  from *The Crucible*  (audio version) | Analyze Interpretations of Drama  SC Standards 11RL.5.1, 11RL.7.1 | none | | none |  |
| Production images  *The Crucible* | Analyze Interpretations of Drama  SC Standards 11RL.5.1, 11RL.7.1 | none | | none |  |
| Tinker v. Des Moines  Independent Community School District  by the Supreme Court of the United States  (opinion and dissents)  p. 549 | Delineate and Evaluate an Argument  SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.1, 11RI.11.2 | **STRATEGY:**  Legal Terminology p.567  SC Standard 11RI. 8.1  **CRITICAL VOCABULARY:**  injunction, scrupulous, nascent, disputatious, purport, enclave, arrogate, disclaim | | Comparing Writers’ Styles  p. 568  SC Standards 11RI.5.1, 11RI.10.1, 11RI.11.1, 11RI.11.2,11 W2.1 | Speaking Activity:  Debate  p. 566  SC Standards 11C1, 11C2 |
| “The Coming Merging of Mind and Machine”  by Ray Kurzwell  (science essay)  p. 569 | Analyze Author’s Point of View  SC Standards 11RI.5.1, 11RI. 10.1 | **STRATEGY:**  Etymology  p.580  SC Standard 11RI.9.4  **CRITICAL VOCABULARY:**  succession, ubiquitous, extrapolation, algorithm | | None | Writing Activity: Research Report  SC Standards 11I1.1, 11I.2.1, 11I.3.1-3.4, 11I4.1-4.3,11I.5.1-5.3 |
| **CLOSE READER**  “Science, Guided by Ethics”  Essay | Analyze Author’s Point of View  SC Standards 11RI.5.1, 11RI. 10.1 |  | |  |  |
| “Reality Check”  by David Brin  (short story)  p. 581 | Analyze Story Elements: Science Fiction  SC Standards 11RL.5.1, 11RL.6.1, 11RL. 11.1 | **STRATEGY:**  Nuances in Word Meanings p. 586  SC Standard 11RL. 10.5  **CRITICAL VOCABULARY:**  taciturn, nemesis, fecundity, burgeoning | | None |  |
| “The Ends of the World as We Know Them”  by Jared Diamond  p. 587 | Analyze Structure: Argument from Analogy  SC Standards 11RI.10.1, 11RI. 11.1 | **STRATEGY:**  Patterns of Word Change p. 595  SC Standard 11RI.9.2  **CRITICAL VOCABULARY:**  ascendant, deforestation, rampant, deteriorate, imminent | | Informative Writing  p. 596  SC Standard W2 | Media Activity: Presentation p. 594  SC Standards 11WI, 11WC |
| “The Universe as Primal Scream”  Tracy K. Smith (poem) p. 597 | Analyze Language  SC Standards 11RL.5.1, 11RL. 9.1 | none | | none |  |