

HMH Collections Pacing Guide - Grade Level 11

Weeks 1-6				
Collection #1: Coming to America Collection #1 Academic Vocabulary: adapt, coherent, device, displace, dynamic Aligned Novel Choices: <i>Scarlet Letter</i>		Essential Question: How does immigration change American and how does America change those who come here? Collection Performance Task: Write an Argument Common Core Assessment Task: Argumentative Writing Portfolio Assignment: Argumentative Writing		
Collection Description: In this collection, you will explore how America has always been a land shaped by immigrants.				
Necessary Tasks:				
Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
ANCHOR TEXT: <i>from Of Plymouth Plantation</i> by William Bradford (historical account)	Determine Central Ideas RI 2, RI 5 Analyze Foundational Texts: Historical Accounts RI 9	STRATEGY: Archaic Vocabulary L 1a, L 1b CRITICAL VOCABULARY: divers, sundry, succor, tender, sentinel, circulate, rendezvous, patent	Active and Passive Voice L 3a	
CLOSE READER: <i>The General History of Virginia</i> by John Smith (historical account)				
“Coming of Age in the Dawnland” from <i>1491</i> by Charles C. Mann	Determine the Meaning of Words and Phrases RI 1, RI 4	STRATEGY: Specialized Vocabulary	Dependent (or Subordinate) Clauses L 3a	Writing Activity: Argument W1 p. 33

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(history writing)	Determine Author's Purpose RI 1, RI 6	RI 10, L 4c, L 6 CRITICAL VOCABULARY: project, settlement, divergence, ferment, regimen, defection, stoically		
from <i>The Tempest</i> by William Shakespeare (drama)	Support Inferences: Draw Conclusions RL 1 Analyze Language RL 4	none	none	
COMPARE TEXT AND MEDIA Media Versions of <i>The Tempest</i> <i>The Tempest</i> (1980) by BBC Shakespeare (film)	Analyze Interpretations of Drama RL 7	none	none	
production images <i>The Tempest</i> (2010)	Analyze Interpretations of Drama RL 7	none	none	Speaking Activity: Debate SL 1 p. 76
Compare Text and Media	none	none	none	
"Balboa" by Sabina Murray (short story)	Determine Themes RL 2 Analyze Structure: Flashback and Flash Forward RL 3, RL 5	STRATEGY: Context Clues L4a, L 4d CRITICAL VOCABULARY:	none	

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		pristine, supplant, protrude, provision, discord, distinction, cede		
“Blaxicans’ and Other Reinvented Americans” by Richard Rodriguez (argument)	Analyze and Evaluate Structure: Argument RI 5 Determine Author’s Purpose: Irony RI 6	STRATEGY: The Latin Prefix <i>circum-</i> L 4a, L 4b CRITICAL VOCABULARY: cull, factor, predominant, ascendancy, denote, circumvent	Using Colons Effectively L2, L 3a	Writing Activity: Evaluation W 2b p. 94
CLOSE READER: “Mother Tongue” by Amy Tan (essay)				
“New Orleans” by Joy Harjo	Analyze Language: Free Verse RL 1, RL 4 Determine Themes RL 1, RL 2	none	none	
CLOSE READER: “Indian Boy Love Song” by Sherman Alexie (poem)				

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Weeks 7-12

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

Common Core Assessment Task: Informative Writing

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.

Necessary Tasks:

Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
COMPARE ANCHOR TEXTS: ANCHOR TEXT: <i>The Declaration of Independence</i> By Thomas Jefferson (public document)	Analyze Structure: Style and Content RI 6, L 3a Analyze Foundational Documents: Theme and Rhetorical Features RI 9	STRATEGY: Domain-Specific Words L4c, L6 CRITICAL VOCABULARY: established, affected, invested, abdicated	Parallel Structure RI 9, L 3a	
CLOSE READER: <i>from The United States Constitution</i> by The Founders (public document)				
<i>from The United States Constitution: Preamble and Bill of Rights</i> (public document)	Evaluate Seminal Texts: Constitutional Principles RI 8 Analyze Foundational Documents RI 5, RI 9	STRATEGY: n/a	Formal and Informal Style L 3a	Writing Activity: Essay W2, W 9 b p. 128

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		CRITICAL VOCABULARY: posterity, infringed, prescribed, imposed		
<i>The Federalist No 10</i> By James Madison (argument)	Analyze Foundational Documents RI 9 Analyze Language: Defining a Key Term RI 1, RI 4, RI 8 Evaluate Seminal Texts: Purpose and Premises of an Argument RI 8	STRATEGY: Evaluating Nuances in Meaning L 5b CRITICAL VOCABULARY: faction, aggregate, reciprocal, latent, apportionment, efficacy, comprised, pervade	Transitions L 3a	
CLOSE READER: “Petition to the Massachusetts General Assembly”				
“Thomas Jefferson: The Best of Enemies” By Ron Chernow (history article)	Analyze Ideas and Events: Sequence RI 3 Analyze Structure: Comparison and Contrast RI 5	STRATEGY: Consulting General and Specialized Reference Works L 4c, L 4d	Hyphenation L 2a	
CLOSE READER: “Abigail Adams’ Last Act of Defiance” by Woody Holton				

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(article)				
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 RL 9	none	none	Speaking Activity: SL 1b, SL 1c p. 158
“A Soldier for the Crown” by Charles Johnson (short story)	Analyze Structure: Suspense and Ambiguity RL 1, RL 5, RL 6 Analyze Point of View: Second Person RL1, RL 6	STRATEGY: none CRITICAL VOCABULARY: capacity, belatedly, unalienable, elusive	Point of View L 3a, W 5	Writing and Speaking Activity W5, W7, W 9a, W 10 p. 165
MEDIA ANALYSIS “Patrick Henry: Voice of Liberty” by A & E (documentary)	Analyze Foundational Documents RI 9	none	none	

Weeks 13-18

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Collection #3: The Individual and Society		Essential Question: How can diverse voices create a unified identity?		
Collection #3 Academic Vocabulary: analogy, denote, quote, topic, unique		Collection Performance Task: ***		
Aligned Novel Choices: <i>The Prince and the Pauper</i>		A: Write a Narrative AND/OR		
		B: Debate an Issue		
		Common Core Assessment Task: Literary Analysis		
		Portfolio Assignment: Literary Analysis		
Collection Description: In this collection, you will explore how writers in the early 19 th century created a new “American” literature.				
Necessary Tasks:				
Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
ANCHOR TEXT: from “Song of Myself” by Walt Whitman	Analyze Structure: Free Verse RL 5 Determine Themes RL 2, L 5a	none	Parallel Structure L 3a	
CLOSE READER: “I Hear America Singing” “A Noiseless Patient Spider” by Walt Whitman (poems)				
“Growing Up Asian in America” by Kesaya E. Noda	Analyze Ideas and Events: Classification RI 3 Determine Author’s Purpose RI 6	STRATEGY: Patterns of Word Change L 4b CRITICAL VOCABULARY:	Varying Sentence Structure L 3a	

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		abounded, invocation, timidity, subtlety		
“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 RL 4, L 4a, L 5a Determine Themes RL 2	STRATEGY: Affixes L 4b CRITICAL VOCABULARY: none	none	Writing Activity: Analysis W1, W4 p. 205
from <i>Walden</i> by Henry David Thoreau (essay)	Determine Central Ideas: Summarize RI 2 Determine Author’s Purpose: Style RI 6	STRATEGY: Context Clues L 4a CRITICAL VOCABULARY: unfathomed, perennial, untenable, dissipation, congenial, perturbation	Rhetorical Questions L 3a	Writing Activity: Essay W2 p. 218

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CLOSE READER: from “Self Reliance” and “Nature” by Ralph Waldo Emerson (essays)				
ANCHOR TEXT: “Against Nature” by Joyce Carol Oates (argument)	Analyze and Evaluate Structure: Literary Criticism RI 3, RI 5	STRATEGY: Parts of Speech L 4b CRITICAL VOCABULARY: resonance, autonomy, evidently, transcending, tangentially, harbingers	Quotations L 3a	Writing Activity: Analysis W2, W7 p. 231
CLOSE READER: “Spoiling Walden: Or, How I Learned to Stop Worrying and Love Cape Wind” by David Gessner (essay)				
COMPARE TEXTS “The Minister’s Black Veil” by Nathaniel Hawthorne (short story)	Determine Themes: Romanticism RI 2 Analyze Structure: Symbolism RL 5	STRATEGY: Nuances in Word Meanings L 5b CRITICAL VOCABULARY:	none	

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		emblem, pathos, ostentatious, obstinacy, plausibility, mitigate		
“The Pit and the Pendulum” by Edgar Allan Poe (short story)	Determine Themes: Romanticism RL 2 Analyze Structure: Atmosphere and Dramatic Tension RL 3, RL 5	STRATEGY: Using Context Clues L 4a, L 4d CRITICAL VOCABULARY: indeterminate, lucid, tumultuous, supposition, insuperable, prostrate, pertinacity, averted	Semicolons SL 1a, L 3a	
COMPARE TEXTS	Themes in American Romanticism RL 9	none	none	Writing Activity: Analysis W 9a p. 266 **This activity can be used to replace Performance Task A and B.

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Weeks 19-24				
Collection #4: A New Birth of Freedom		Essential Question: What must be sacrificed for freedom?		
Collection # Academic Vocabulary: confirm, definitely, deny, format, unify		Collection Performance Task: Present a Persuasive Speech		
Aligned Novel Choices: <i>The Narrative of the Life of Frederick Douglass</i>		Common Core Assessment Task: “Mixed Practice”		
Portfolio Assignment: n/a				
Collection Description: This collection explores how African Americans and women gained new freedoms after a bloody civil war.				
Necessary Tasks:				
Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
ANCHOR TEXT: “Second Inaugural Address” by Abraham Lincoln (speech)	Evaluate Seminal Texts: Premises, Purposes and Arguments RI 2, RI 8, RI 9	STRATEGY: Pronunciation CRITICAL VOCABULARY: engross, venture, deprecate, wring	Balanced Sentences L 3a	
CLOSE READER: <i>The Emancipation Proclamation</i> by Abraham Lincoln (legal document)				
“What to the Slave Is the Fourth of July?”	Analyze Author’s Point of View: Speech RI 4, RI 6	STRATEGY:	Rhetorical Devices	Writing Activity:

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by Frederick Douglass (speech)		Multiple-Meaning Words L4, L 4c, L 4d CRITICAL VOCABULARY: pale, cleave, reproach, quicken, license	L 3a	Outline and Summary W4, SL 1 p. 292
“Declaration of Sentiments” by Elizabeth Cady Stanton (public document)	Analyze Author’s Purpose RI 6, RI 9	STRATEGY: The Latin Root <i>ject</i> L 4b CRITICAL VOCABULARY: transient, evince, delinquency, abject	none	Writing Activity: Comparison W2 p. 299
CLOSE READER: <i>The Iroquois Constitution</i> by Dekinawada (public document)				
“Building the Transcontinental Railroad” by Iris Chang	Analyze Ideas and Events: Sequence RI 3 Author’s Purpose: Tone and Style RI 6	STRATEGY: Context Clues L 4a, L 4d CRITICAL VOCABULARY: formidable, expedience, diligence, systematize	Avoiding Misplaced Modifiers L 3a	
CLOSE READER: “Bonding Over a Mascot” by Joe Lapointe				

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(newspaper article)				
MEDIA ANALYSIS “The 54 th Massachusetts” by HISTORY (documentary)	Integrate and Evaluate Information RI 7	none	none	
“Runagate Runagate” by Robert Hayden (poem)	Analyze Language: Allusions RL 2, RL 4 Analyze Structure: Rhythm and Meaning RL 5	none	none	

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Weeks 25-30				
Collection #5: An Age of Realism Collection #5 Academic Vocabulary: ambiguous, clarify, implicit, revise, somewhat Aligned Novel Choices: <i>Ethan Frome</i>		Essential Question: What is reality? Collection Performance Task: Write an Analytical Essay Common Core Assessment Task: “Mixed Practice” 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.				
Necessary Tasks:				
Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
ANCHOR TEXT: “To Build a Fire” by Jack London	Analyze Structure: Realism and Naturalism RL 2, RL 5	STRATEGY: Etymology L 4c CRITICAL VOCABULARY: intangible, apprehension, imperative, extremity	Consistent Tone RL 4, L 3a	
CLOSE READER: “The Men in the Storm” by Stephen Crane (short story)				
COMPARE TEXTS from <i>The Jungle</i>	Determine Author’s Purpose RL 6	STRATEGY: Word Families L 4b, L 4c	none	

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by Upton Sinclair (novel)	Analyze Author's Choices RL 3, RL 4	CRITICAL VOCABULARY: oblige, ingenious, ostensibly, skeptical		
"Food Product Design" from <i>Fast Food Nation</i> by Eric Schlosser (investigative journalism)	Determine Author's Purpose RI 6 Analyze Language: Technical Terms RI 4	STRATEGY: none CRITICAL VOCABULARY: stem, volatile, infinitesimal, catalyst, conjure	Dashes L2, L 3a	Writing Activity: Narrative W3, W4 p. 370
CLOSE READER: "The Yuckiest Food in the Amazon" by Mary Roach (article)				
Compare Texts	Determine Author's Purpose RL 6, RI 6	none	none	
"The Lowest Animal" by Mark Twain (essay)	Author's Purpose: Satire RI 2, RI 6	STRATEGY: Nuance in Word Meaning L 4c, L 5b CRITICAL VOCABULARY: disposition, caliber, transition, atrocious	Anaphora and Parallelism L 3c	
COMPARE TEXT AND MEDIA: Tenements and the "Other Half"	Integrate and Evaluate Information RI 7	none	none	Writing Activity: Essay W7, W8, W9 p. 394

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“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)				
“The Story of an Hour” by Kate Chopin (short story)	Analyze Author’s Point of View: Irony RL 6	STRATEGY: Word Collocations L 4a CRITICAL VOCABULARY: abandonment, vacant, illumination, composed	none	Speaking Activity: Discussion SL 1a p. 399
CLOSE READER: “A Journey”				

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by Edith Wharton (short story)				
“The Fish” by Elizabeth Bishop (poem)	Analyze Structure: Symbol RL 4, RL 5	none	none	
CLOSE READER: “Ode to a Large Tuna in the Market” by Pablo Neruda (poem)				

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Weeks 31-36				
Collection #6: The Modern World Collection #6 Academic Vocabulary: contemporary, global, infinite, simulated,, virtual Aligned Novel Choices: <i>Winesburg, Ohio</i>		Essential Question: What causes the loss of common sense? Collection Performance Task: A: Write an Argument AND/OR B: Participate in a Panel Discussion Common Core Assessment Task: “Mixed” Writing Portfolio Assignment: n/a		
Collection Description: This collection explores how Americans have responded to modern life in a globally connected world.				
Necessary Tasks:				
Selection/Feature Title	Critical Analysis	Vocabulary Strategy (Critical Vocabulary)	Language Conventions	Selection Performance Task
ANCHOR TEXT: “Winter Dreams” by F. Scott Fitzgerald (short story)	Analyze Story Elements: Motivation RL 3 Support Inferences RL 1	STRATEGY: Precise Usage L 4c CRITICAL VOCABULARY: blatantly, precarious, flux, precipitate, petulance, mundane, turbulence, plaintive	Craft Effective Sentences W 3d, L 3a	
CLOSE READER: “Ambush” by Tim O’Brien (short story)				
COMPARE TEXTS:	Demonstrate Knowledge of Foundational Works RL 4, RL 9	none	none	Writing Activity: Essay

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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				W2, W 10 p. 444
CLOSE READER: “The Weary Blues by Langston Hughes (poem) “How It Feels to Be Colored Me” by Zora Neale Hurston (poem)				
“Mending Wall” “The Death of the Hired Man” by Robert Frost (poems)	Analyze Language: Ambiguity RL 4 Analyze Structure RL 4, RL 5	none	Informal Style L 3a	
ANCHOR TEXT: <i>The Crucible</i>	Analyze Drama Elements RL 3, RL 5	none	Dialogue L 3a	

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by Arthur Miller (drama)				
CLOSE READER: from <i>The Crucible</i> by Arthur Miller (drama)				
COMPARE TEXT AND MEDIA: Media Versions of <i>The Crucible</i> from <i>The Crucible</i> (audio version)	Analyze Interpretations of Drama RL 7	none	none	
Production images <i>The Crucible</i>	Analyze Interpretations of Drama RL 7	none	none	
Compare Text and Media	Compare Multiple Interpretations of a Drama RL 7	none	none	
Tinker v. Des Moines Independent Community School District by the Supreme Court of the United States (opinion and dissents)	Delineate and Evaluate an Argument RI 8	STRATEGY: Legal Terminology RI 4, L 4c, L6 CRITICAL VOCABULARY: injunction, scrupulous, nascent, disputatious, purport, enclave, arrogate, disclaim	Comparing Writers' Styles L 3a	Speaking Activity: Debate SL 3, SL 4 p. 566
"The Coming Merging of Mind and Machine" by Ray Kurzweil (science essay)	Analyze Author's Point of View RI 6	STRATEGY: Etymology L 1b, L 4b, L 4c CRITICAL VOCABULARY:	none	

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		succession, ubiquitous, extrapolation, algorithm		
“Reality Check” by David Brin (short story)	Analyze Story Elements: Science Fiction RL 1, RL 3	STRATEGY: Nuances in Word Meanings L 4c CRITICAL VOCABULARY: taciturn, nemesis, fecundity, burgeoning	none	
“The Ends of the World as We Know Them” by Jared Diamond	Analyze Structure: Argument from Analogy RI 2, RI 5	STRATEGY: Patterns of Word Change L 4b CRITICAL VOCABULARY: ascendant, deforestation, rampant, deteriorate, imminent	Informative Writing W 2b, L3	
“The Universe as Primal Scream” by Tracy K. Smith (poem)	Analyze Language RL 4, L 5a	none	none	