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Spearfish School District Curriculum/ Pacing Guide 20

11th Grade/ELA

SD ELA Standards: https://doe.sd.gov/contentstandards/documents/1018-ELA-612.pdf

Instructional Focus	Focus Summary
1 **Suggested Time Frame: 6 Days**	**Foundations and Encounters:** Native American Traditions Exploration & Invasion
2 **Suggested Time Frame: 6 Days**	**Building a Democracy**: Founding Fathers American Public Documents The Creation of American Party Systems
3 **Suggested Time Frame: 15 Days**	**The Individual and Society:** Transcendentalism Nature Romanticism
4 **Suggested Time Frame: 5 Days**	**The Quest for Freedom** Slavery & Civil War The Vanishing Frontier Industrial Revolution The American Dream
5 **Suggested Time Frame: 15 Days**	**America Transformed and Modern/Contemporary Voices** Urban Expansion Realism and Modernism Women's Voices The Crucible

Spearfish School District Curriculum/ Pacing Guide 2019-20
11th Grade/ELA

Instructional Focus Unit 1	Strand	Targeted Standards- https://doe.sd.gov/contentstandards/documents/1018-ELA-612.pdf	Learning Goals / Essential Questions for Instructional Focus	Essential Vocabulary	Resources: Texts in bold can be found with the corresponding page number in the book
1 **Foundations and Encounters:** Native American Traditions Exploration & Invasion	**Reading Literature**	1, 2, 3, 4, 5, 7, 9	• What connects people to certain places? What values and beliefs shape who we are? What are the differences and similarities between creation myths around the world?	theme, voice, context clues, source text, foundational works, creation myth	**Balboa 27** **The Way to Rainy Mountain (digital text)** **Voyage (digital text)** Coyote Stories: https://www.cbsd.org/cms/lib010/PA01916442/Centricity/Domain/2773/fox%20and%20coyote%20and%20whale.pdf See Google Drive – "Coyote Stories" worksheet
	Reading Informational Text / Public Document	1, 2, 3, 4, 5, 6, 7, 8, 9	• What fundamental principles and ethics are the basis for the American belief system?	expository, rhetoric, constitutional principles	**A Desperate Trek Across America 43**
	Writing	6, 7, 8, 9, 10	What happens when cultures collide? What values and beliefs shape who we are?	dissent, advocacy, preamble, delineate	Short response to text questions after each reading. **The World on the Turtle's Back 11** Fox and the Whale/Trickster Tales Compare/contrast creation

					myths See folder for Devil's Tower Writing
	Speaking and Listening	1, 2, 4, 5, 6	• Why do creation stories from all over the world have so many similarities?	collaborative, diverse	Research different events on historical timeline (pg. 4) in groups and share PowerPoint presentations. Research and "Quick share" various creation myths
	Language	1, 2, 4, 5, 6	• How does usage of the English language change over time?	conventions of language	**Of Plymouth Plantation 83** **Coming of Age in the Dawnland 66** Short response to text questions after each reading.

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: Daily written assignments, activities, (see Moodle/Google Drive) quizzes, and discussions are used to form understanding and gauge performance.

Summative: Performance Project/Presentations

Instructional Focus Unit 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources: **Texts in bold can be found with the corresponding page number in the book**
2 **Building a Democracy**: Founding Fathers American Public	**Reading Literature**	1, 2, 3, 4, 5, 6, 9	What does oppression look like? What were American ideals and values like after the birth of our country?	literary analysis, subjective, genre, figurative language, plot structure, textual	**A Soldier for the Crown 179** **One Today – Poem 149** See Moodle: from "The Devil and Tom Walker" to

Documents The Creation of American Party Systems				evidence, literary period	"A Rose for Emily" Short response to text questions after each reading.
	Reading Informational Text / Public Document	**1, 2, 3, 4, 5, 6, 7, 8, 9**	What techniques are most powerful when persuading people to believe in a particular idea or school of thought?	Perspective, argument (pathos, ethos, or logos based) tone	**The Declaration of Independence 137** **American Experience: Alexander Hamilton 157** **A Letter to John Adams 226** **Speech to the Virginia Convention (digital text)** **The Bill of Rights (digital text)** In addition to the literature itself, author biographies and historical context is offered with every piece. SmartBoard presentation, Pathos/Ethos/Logos Activity
	Writing	**6, 7, 8, 9, 10**	How has our country evolved since its creation? Have we evolved for the better?	narrative, transitions, tone	**Thomas Jefferson: The Best of Enemies 163** Compare/Contrast Short response to text questions after each reading. "'Walden," The Walden Project website
	Speaking and Listening	**1, 2, 3, 4, 6**	What can we learn from debate? How can we use persuasion for good and for evil?	Audience, persuasion	Research different events on historical timeline (pg. 130) in groups and share PowerPoint presentations.

	Language	1, 2, 3, 4, 5, 6	How can the meanings of difficult words be determined by knowing the meanings of the *parts* of the words?	roots, suffixes, & prefixes, metaphor, simile	**On Being Brought from Africa to America 208** **Sympathy 210** Compare/Contrast Language Spotlight SmartBoard activity

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

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Summative: Compare/contrast, Discussions,

Instructional Focus	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources: Texts in bold can be found with the corresponding page number in the book
3 **The Individual and Society:** Transcendentalism Nature Romanticism					
	Reading Literature	3, 4, 5, 6, 9	• How does conflict and expansion shape the history of this nation?	motif, connotation, diction, point of view, conflict, irony	**Song of Myself 259** **My Friend Walt Whitman 271** **Emily Dickinson Poems 282** **The Minister's Black Veil 320** **The Fall of the House of Usher 341** Excerpt from Mark Twain

					Autobiography See Moodle: from “Free Labor” to “American Lives – Mark Twain”
	Reading Informational Text / Public Document	2, 9	• How does “race” and “space” encapsulate the American experience?	Unity, digital citizenship	**The Pointlessness of Unplugging (digital textbook)** In addition to the literature itself, author biographies and historical context is offered with every piece. SmartBoard presentation
	Writing	2	• How have various groups been exploited in America? How do we determine what is right and wrong as a society? How has civil disobedience shaped our nation?	objective vs. subjective, relevance, civil disobedience	**Walden 304** **The Last Child in the Woods 300** Compare/Contrast Short response to text questions after each reading. Research/write civil disobedience debate cases
	Speaking and Listening	3	What can nature teach us or do for us? How have we lost touch with nature?	media, oration, journalism	Civil Disobedience Debates (Google Drive) Research different events on historical timeline (pg. 252) in groups and share PowerPoint presentations. “American Lives – Mark Twain” documentary by Ken Burns,” Lecture Poster Activity
	Language	4, 5, 6	What is the difference in impact when dealing with the same topic in prose vs. poetry? How does dialect impact characterization?	Prose, dialect, pathos, ethos, logos, repetition, personification	Excerpt from *Narrative of the Life of Frederick Douglass* “Stanzas on Freedom,” **The Raven (digital textbook)**

BEYOND THE LIMITS Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: Daily writing assignments, activities, and quizzes (see Moodle and Google Drive) are used to form understanding and gauge performance.

Summative:

Students will have partners, conduct extensive research, and write debate cases. They will prepare for discussions and come prepared for formal 30-minute debates. The class will vote for winners and the students will be graded on their research writing, performance, readiness, speaking, and listening skills. See Google Drive for rubrics, examples, and case format.

Performance Task Project (focused on groups creating complete literature paper "sets" based on literature from the unit, leaving elements blank for the reader to fill in; e.g. a view out the window from Thoreau's cabin at Walden Pond or a mystery set of different colored objects from "The Masque of the Red Death" that leave clues as to what the colors of the rooms symbolize)

Instructional Focus **4** **The Quest for Freedom** Slavery & Civil War The Vanishing Frontier Industrial Revolution The American Dream	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources **Texts in bold can be found with the corresponding page number in the book**
	Reading Literature	**2, 3, 4, 5, 6, 9**	How does the American Dream expand in ever-widening circles?	metaphor, characterization, nuance, syntax, inference, transition	**Second Inaugural Address 389** **An Occurrence at Owl Creek Bridge 425** **To My Old Master 401** **Aftermath of the Civil War 411**

	Reading Informational Text / Public Document	2, 9	How does the literature of this unit follow the context of freedom and equality for all citizens of the United States of America?	Context, connotation	**Building the Transcontinental Railroad 443** In addition to the literature itself, author biographies and historical context is offered with every piece. SmartBoard presentation.
	Writing	1, 9	Respond to an author's rejection letter. Why does a particular piece of literature deserve publication?	argument, bias, validity	Short response to text questions after each reading.
	Speaking and Listening	3, 5, 6	How do you express something in the most powerful way possible? Can you target an audience to spread literary appeal with a recitation?	voice, style, tone, irony	**Spiritual Songs (digital textbook)** Research different events on historical timeline (pg. 382) in groups and share PowerPoint presentations. "America and I," Poetry of Emily Dickinson "The Raven," "The Vulture" parody
	Language	1, 2, 4, 5, 6	How important is vocabulary and syntax when trying to achieve a particular impact with readers?	Diction, formal/informal language	**What to the Slave is the Fourth of July (digital textbook)** "Primer for Blacks," Ebonics Activity

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Summative: Performance Task Project (focused on creating individual "Back in Time/Forward in Time" where a graphic timeline of progress in America is visualized, based on some kind of racial, societal, or other discrimination)

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5 & 6 **America Transformed and Modern/Contemporary Voices** Urban Expansion Realism and Modernism Women's Voices The Crucible	**Reading Literature**	1, 2, 3, 4, 5, 6, 7, 9, 10	How do the pressures of modernization (technology, advanced warfare, changing lifestyles, urbanization, population increase, etc.) affect people?	explicit, implicit, stream of consciousness, irony, understatement	**To Build a Fire 527** **The Lowest Animal 551** **The Crucible 809**
	Reading Informational Text / Public Document	2, 9	How does technology shape us? Where do we draw the line of technology integration vs. invasion? How will AI affect our futures? How do the pieces in this unit portray isolation and fragmentation (or a breaking up of things) in the imagery that they contain?	Formal vs informal language Evidence	**The Fourth Industrial Revolution is here 565** **Food Product Design - 611** In addition to the literature itself, author biographies and historical context is offered with every piece.
	Writing	1, 2, 3, 4, 5, 6, 7, 9	What is mob mentality and how is it dangerous?	style, syntax, voice	**Crucible Essays Act 2 and Act 4** **Poems of the Harlem Renaissance 914** Harlem Renaissance YouTube Video Short response to text questions after each reading.
	Speaking and Listening	1, 2, 3, 4	• Has your family assimilated into Americans, with no thought of the culture of the "old world" before you were Americans?	perspective	Research different events on historical timeline (pg. 520) in groups and share PowerPoint presentations. Personal family

					stories/information related to immigration
	Language	4, 5, 6	• How does figurative language allow the author to create more effective imagery for the reader? What impact does metaphorical language have on the reader?	figurative language vs. literal language	Poetry of Robert Frost, Friends of Frost website activity

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

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Summative: Crucible Tests, essays, and final Lit Circle Presentations (see Google Classroom for rubric)