



ELA Curriculum Guide with Priority Standards

11th Grade - Fall Semester

While all text selections in each myPerspectives unit can be used to teach the Standards, this guide identifies material designed for explicit instruction and assessment

Quarter 1 The Individual and Society (Unit 2) <i>Which matters more: individuality or community?</i>	Quarter 2 Writing Freedom (Unit 1) <i>What makes a nation?</i> Leaders and Visionaries (Unit 3) <i>How do words change the world?</i>
<u>RL.6 - Satire, sarcasm, irony, understatement</u> Recommended for Instruction: The Poetry of Emily Dickinson p. 177; <i>Standards Practice</i>; revisit in Unit 4 (Mark Twain) Recommended for Assessment: <i>Standards Practice</i>; IXL: YAZ <u>RI.1 - Cite explicit and inferred evidence in informational text</u> Instruction: The Writings of Walt Whitman p. 157; The Poetry of Emily Dickinson p. 175; <i>from Nature</i> • <i>from Self-Reliance</i> pp. 209-10; <i>from Walden</i> • <i>from Civil Disobedience</i> pp. 227-8; The Council of Pecans pp. 245-6; <i>Evidence Log</i> Assessment: Selection quizzes; <i>Standards Practice</i>; IXL: UHD, ZJD <u>W.3a, W.3c - Personal essay/narrative writing</u> <i>Writing a Personal Essay</i> p. 162; Performance Task “Write a Personal Essay” pp. 188-197 <i>Write about a time when you discovered the value of either standing alone or joining forces with others</i> Performance-Based Assessment “Write a Personal Essay” pp. 260-1 <i>Synthesize information from Unit 2 with your own ideas to answer the essential question: Which matters more, individuality or community?</i> IXL: WF9, BZ6 <u>L.4a - Word meaning: context</u> Instruction and assessment: <i>from Nature</i> • <i>from Self-Reliance</i> p. 204; The Council of Pecans p. 234; <i>Grammar Plus Workbook</i>; <i>Grammar Center</i>; IXL: RPM, SQL, PQ2, JBA <u>L.4b - Word meaning: roots and affixes</u> Instruction and assessment: <i>Grammar Plus Workbook</i>; <i>Grammar Center</i>; IXL: 9 skills lessons for word patterns, roots, and affixes Required writing in Q1: personal essay/narrative	<u>RI.2 - Central idea; objective summary</u> Instruction: Unit 1 Introduction p. 8; Declaration of Independence pp. 16, 23; America’s Constitution: A Biography p. 48; <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> p. 89; <i>from Team of Rivals</i> pp. 305, 307; Brown v. Board of Education pp. 347, 349; <i>from What to the Slave is the Fourth of July?</i> pp. 283, 285 Assessment: Selection quizzes; <i>Standards Practice</i>; IXL: B7T, C7M, QFC, ZJD <u>RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts</u> Instruction: Declaration of Independence pp. 23, 27; Speech in the Virginia Convention p. 119; TE only: <i>from The United States Constitution: A Graphic Adaptation</i> p. 51; Brown v. Board of Education pp. 349, 351 Assessment: Selection quizzes; <i>Standards Practice</i>; IXL: F77, BYI <u>W.1a, W.1b, W.1f - Argumentative writing</u> <i>Editorial</i> p. 28; <i>Professional Correspondence</i> p. 93; Second Inaugural Address Rhetorical Analysis p. 299; Performance Task “Write an Argumentative Essay” pp. 58-67 <i>Topic: if you were able to make a change or add a concept to the Declaration of Independence or the U.S. Constitution, what would it be and why?</i> Performance-Based Assessment pp. 130-1 <i>Write an argumentative essay in which you synthesize information you learned in this unit with your own ideas to respond to the essential question: What makes a nation?</i> <u>SL.1 - Collaborate effectively</u> Instruction and assessment: All discussion prompts in Units 1 and 3: pp. 8, 70, 127, 129, 268, 336, 361, 362, 383 <u>L.3a - Vary syntax for effect</u> Instruction and assessment: <i>from Team of Rivals</i> p. 308; IXL: JPS, 7YM Required writing in Q2: argumentative essay

Benchmark Testing Window: 10/7-10/24 | [Hart District’s Unwrapped ELA Standards](#)

[myPerspectives Curriculum Map](#) | [myPerspectives Standards Correlation Guide](#) | Unit 6 is reserved for summer school
[National Norms Reading Level Reference](#): 50th Percentile for - [Lexile](#): 1270L (fall), 1285L (spring) | **IXL**: 840 (fall), 850 (spring)

Revised 9/30/25



Curriculum Guide with Priority Standards

11th Grade - Spring Semester

Quarter 3 [Rough] The Threat of “The Other” (Unit 5) <i>How does fear drive decisions?</i>	Quarter 4 [Rough] Grit and Grandeur (Unit 4) <i>How are we shaped by the places we experience?</i>
RL.1 - Cite explicit and inferred evidence in literature RL.2 - Theme/central idea; objective summary RI.5 - Analyze textual structure and development of ideas RI.6 - Determine POV/purpose; use of rhetoric W.2a - Informative: thesis statement; organize complex ideas W.2.b - Informative: evidence and elaboration SL.3 - Evaluate a speaker’s point of view, reasoning, evidence and rhetoric, tone L.5b - Analyze nuances in the meaning of words with similar denotations Required writing: informative/explanatory essay	RL.3 - Analyze complex characters W.7 - Conduct research projects; synthesize multiple sources W.8 - Research skills: gathering data, using search terms, assessing source credibility, avoiding plagiarism, using citations SL.4a and/or SL.4b - Presentation skills: narrative and/or argument L.5a - Hyperbole, paradox L.6 - Acquire and use accurately general academic and domain-specific words and phrases Required writing: research and literary analysis

Benchmark Testing Window: 3/9-3/20

[myPerspectives Curriculum Map](#) | [myPerspectives Standards Correlation Guide](#)

[Hart District’s Unwrapped ELA Standards](#) | Unit 6 is reserved for summer school

[National Norms Reading Level Reference](#): 50th Percentile for - [Lexile](#): 1270L (fall), 1285L (spring) | [IXL](#): 840 (fall), 850 (spring)