

**GRADE 11: SCOPE & SEQUENCE ~ College Board, *SpringBoard***  
**2017-2018**

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
<b>Unit 1</b> <i>The American Dream</i>	This unit introduces the American Dream as the thematic focus of the year by examining preconceived notions and exposing students to the historical and literary foundations of that dream. The first half of the unit asks students to revisit and challenge their understanding by exposing them to a variety of authors in multiple genres, all of whom have a different and interesting take on the American Dream and what it means to be an American. After analyzing a variety of contemporary and historical texts, students refine their working definitions of the American Dream and synthesize information from the unit to create a thoughtful and coherent essay defining what it means to be an American. By considering the American Dream in its historical context, being exposed to multiple viewpoints, working with seminal historical documents, and revisiting preconceived notions, students will begin to understand the complex and difficult task of synthesizing information to create a clear and insightful argument about whether or not America still provides access to the American Dream.	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.2 RI.11-12.2 RI.11-12.3 RI.11-12.3 RI.11-12.4 RI.11-12.4 RI.11-12.5 RI.11-12.5 RI.11-12.6 RI.11-12.6 RI.11-12.7 RI.11-12.7 RI.11-12.8 RI.11-12.8 RI.11-12.9 RI.11-12.9 RI.11-12.10 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.9 W.11-12.9 W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.5 SL.11-12.6	L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Developing a deep understanding of rhetoric and how an author presents his/her argument through a variety of literary and stylistic elements</li> <li>Applying the elements of a strong argument including the hook, claim, support, concessions/refutations, and call to action</li> <li>Identifying and applying different syntactical structures to writing</li> <li>Extending knowledge of the writing types, or modes, to include definition and synthesis</li> </ul>
	<b>ELD Instruction:</b> Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 11, Unit 1 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 11, Unit 1	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do writers use the strategies of definition to define a concept?</li> <li>What is “the American Dream?”</li> </ul>					
<b>Unit 2</b> <i>The Power of Persuasion</i>	This unit sets a historical context by focusing on texts set in colonial and revolutionary America and continues to build on the idea of the American Dream. The unit highlights America’s commitment to freedom of speech by looking closely at the rhetorical tools used by writers and	RL.11-12.1 RL.11-12.2 RL.11-12.3	RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.1 W.11-12.2 W.11-12.2 W.11-12.4	SL.11-12.1 SL.11-12.2 SL.11-12.2 SL.11-12.3	L.11-12.1 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Analyzing rhetorical devices and techniques used in creating persuasive speeches</li> <li>Developing stylistic elements, including controlling tone, establishing and maintaining voice, and achieving</li> </ul>

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	speakers to persuade an audience and to make a statement about American society. The first part of the unit focuses on Arthur Miller’s play <i>The Crucible</i> , as students examine the methods an author can incorporate within a work of fiction to persuade an audience to his or her point of view. Through a close reading of <i>The Crucible</i> , students gain an understanding of the significance of literature in America’s social conscience. Then, the focus shifts to persuasive speeches and an investigation of how rhetorical appeals and rhetorical devices are used in classic American speeches such as Abraham Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address.	RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10	W.11-12.5 W.11-12.7 W.11-12.9 W.11-12.10	SL.11-12.4 SL.11-12.5 SL.11-12.6		<p>appropriate emphasis through diction and sentence structure</p> <ul style="list-style-type: none"> <li>Analyzing a dramatic work of lasting literary merit in order to arrive at multiple interpretations</li> <li>Developing increasing maturity and complexity in both reading and writing</li> <li>Analyzing the social, cultural, political, and historical contexts of a literary text and its contributions to society</li> </ul>
	<p><b>ELD Instruction:</b>            Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition            ELD Graphic Organizers  <i>SpringBoard English Language Development</i>, Student Edition, Grade 11, Unit 2  <i>SpringBoard English Language Development</i>, Teacher Edition Grade 11, Unit 2</p>			<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can artistic expression advance social commentary?</li> <li>How are the components of rhetoric applied to the creation and delivery of persuasive speeches?</li> </ul>			
<b>Unit 3</b> <i>American Forums</i>	Central to any democracy is the way writers use language to influence public opinion. Consequently, one of our foremost obligations as teachers of English may be to teach students how to discern between arguments that use careful reasoning based on sound evidence and those that rely instead on manipulation, biased language, and fallacious reasoning. This unit focuses on these issues, examining both editorial writing and satire as key genres through which writers make statements about issues of the day. Through careful study of how writers use language and evidence, the unit explores the distinction between persuasion and manipulation, and challenges students to construct their own, well-crafted texts.	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.8 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Addressing and appealing to audiences in a variety of persuasive genres</li> <li>Analyzing how writers effectively use rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</li> <li>Applying effective rhetorical strategies and techniques in their own writing</li> </ul>

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	<p><b>ELD Instruction:</b> Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i>, Student Edition, Grade 11, Unit 3 <i>SpringBoard English Language Development</i>, Teacher Edition Grade 11, Unit 3</p>				<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do news outlets impact public opinion or public perception?</li> <li>How does a writer use tone to advance an opinion?</li> </ul>		
<p><b>Unit 4</b> <i>The Pursuit of Happiness</i></p>	<p>Students have examined the idea of the American Dream and the ideas and ideals that make it an enduring symbol of aspiration and success. In this unit, students will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. They will link this pursuit to the American Transcendentalist movement that finds its spiritual moorings in the natural world. Students explore this idea by analyzing a variety of texts, most significantly <i>Into the Wild</i> by Jon Krakauer. This and other works present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite students to question, challenge, and/or critique the multiple perspectives presented. Students will learn to appreciate the passion and stylistic techniques with which authors assert ideas, advance a theme, and convey meaning. With this knowledge, students will construct a personal essay and a multi-genre research project.</p>	RL.11-12.2 RL.11-12.5 RL.11-12.8 RL.11-12.9 RL.11-12.10	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10	SL.11-12.1 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Analyzing and interpreting good writing for rhetorical strategies and techniques in order to employ them in their own writing</li> <li>Creating and sustaining arguments, interpretations, and reflection based on readings, research, and/or personal experience</li> <li>Analyzing the conventions of genre in order to write in a variety of modes</li> <li>Independently using the stages of the writing process with careful attention to inquiry, drafting, revising, editing, and review</li> <li>Applying close-reading strategies to a nonfiction text of literary merit</li> </ul>
	<p><b>ELD Instruction:</b> Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i>, Student Edition, Grade 11, Unit 4 <i>SpringBoard English Language Development</i>, Teacher Edition Grade 11, Unit 4</p>				<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What does it mean to pursue happiness?</li> <li>How can a writer use/manipulate genre conventions for effect?</li> </ul>		
<p><b>Unit 5</b> <i>An American Journey</i></p>	<p>In this unit, students will explore how the concept of a journey has evolved as a part of the American experience since the times of the Pilgrims. They will analyze how multiple perspectives converge in a literary movement by conducting research and analyzing a variety of texts to prepare a collaborative presentation on the Harlem</p>	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5	SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Researching and presenting the influence of American historical/philosophical eras on America’s literary and social history</li> <li>Analyzing the structure, style, and themes of a work of literary merit</li> </ul>

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	Renaissance. Their understanding of this cultural period in American History, famed for its creative outpouring of African American literature and arts, will prepare them to delve deeply into one work of fiction: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston. They will apply their knowledge of the predominant philosophies, values, and beliefs of the Harlem Renaissance in order to analyze how Hurston's novel is both a reflection of and a departure from this literary movement.	RL.11-12.5 RL.11-12.7 RL.11-12.8 RL.11-12.9 RL.11-12.10	RI.11-12.7 RI.11-12.10	W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.10	SL.11-12.6		<ul style="list-style-type: none"> <li>Analyzing a writer's rich and complex writing style and use that analysis to refine their own writing style</li> <li>Employing strategies for active independent reading and sophisticated literary analysis</li> </ul>
	<b>ELD Instruction:</b> Leveled Differentiated Instruction as outlined in the ELA Teacher's Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 11, Unit 5 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 11, Unit 5				<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do cultural movements such as the Harlem Renaissance reflect and create people's attitudes and beliefs?</li> <li>How is one writer's work both a natural product of and a departure from the ideas of a specific literary movement in American literature?</li> </ul>		

## GRADE 11: ELA Assessment Overview 2017-18

Name of Assessment	Time Frame	Assessed Standards
District Interim #1	October 2 <sup>nd</sup> - October 13 <sup>th</sup>	Standards: RL.1, RL.2, RL.3, RL.4, RL.5 L2, L4, L5, W9
District Interim #2	January 22 <sup>nd</sup> - February 2 <sup>nd</sup>	Standards: RI.1, RI.2, RI.4, RI.6, RI.9 L2, L4, W9
SBAC Testing Window	April 16 <sup>th</sup> - June 1 <sup>st</sup>	ALL

### Additional Assessment Opportunities

<b>Unit 1: The American Dream</b>	<p><b>Expository Writing Prompts:</b> Activities 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.12, 1.14</p> <p><b>Argumentative Writing Prompts:</b> Activities 1.13, 1.15, 1.16</p> <p><b>Timed Writing Prompt:</b> Activity 1.5</p> <p><b>Citing Textual Evidence via Charts/Organizers:</b> Activities 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.13, 1.14, 1.16</p> <p><b>Gallery Presentation of Research:</b> Activity 1.8</p> <p><b>Socratic Seminar:</b> Activity 1.9</p> <p><b>Structured Academic Controversy:</b> Activity 1.18</p> <p><b>Reader/Writer Notebook and Key Ideas and Details Questions:</b> ongoing</p> <p><b>Unit Assessment:</b> online</p>	<p><b>Embedded Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Writing a Definition Essay</li> <li>2. Synthesizing the American Dream</li> </ol>
<b>Unit 2: The Power of Persuasion</b>	<p><b>Expository Writing Prompts:</b> Activities 2.4, 2.8, 2.10, 2.13, 2.14</p> <p><b>Narrative Writing Prompts:</b> Activities 2.7, 2.9, 2.15, 2.18</p> <p><b>Argumentative Writing:</b> Activities 2.21, 2.24</p> <p><b>Timed Writing Prompt:</b> Activity 2.17</p> <p><b>Citing Textual Evidence via Charts/Organizers:</b> Activities 2.4, 2.5, 2.10</p> <p><b>Group Discussions:</b> Activities 2.5, 2.11, 2.16, 2.22</p> <p><b>Dramatic Performances/Speeches:</b> Activities 2.5, 2.12, 2.23, 2.25</p> <p><b>Reader/Writer Notebook and Key Ideas and Details Questions:</b> ongoing</p> <p><b>Unit Assessment:</b> online</p>	<p><b>Embedded Assessments (Required):</b></p> <ol style="list-style-type: none"> <li>1. Creating and Performing a Dramatic Scene</li> <li>2. Writing and Presenting a Persuasive Speech</li> </ol>
<b>Unit 3: American Forums</b>	<p><b>Expository Writing Prompts:</b> Activities 3.2, 3.3, 3.5, 3.6, 3.9, 3.16, 3.18</p> <p><b>Editorial Writing Prompts:</b> Activities 3.10, 3.12, 3.13</p> <p><b>Writing a Parody:</b> Activity 3.19</p> <p><b>Writing a Satire:</b> Activity 3.22</p> <p><b>Citing Textual Evidence via Group Discussion:</b> Activities 3.7, 3.9, 3.13, 3.21</p> <p><b>Citing Textual Evidence via Charts/Organizers:</b> Activities 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.16</p> <p><b>Socratic Seminar:</b> Activity 3.2,</p> <p><b>Reader/Writer Notebook and Key Ideas and Details Questions:</b> ongoing</p> <p><b>Unit Assessment:</b> online</p>	<p><b>Embedded Assessments (Required):</b></p> <ol style="list-style-type: none"> <li>1. Creating an Op-Ed News Project</li> <li>2. Writing a Satirical Piece</li> </ol>

<b>Unit 4: The Pursuit of Happiness</b>	<b>Reflective Writing Prompts:</b> Activities 4.2, 4.6 <b>Expository Writing Prompts:</b> Activities 4.2, 4.8 <b>Argumentative Writing Prompts:</b> Activities 4.5, 4.12, 4.13, 4.18 <b>Creative Writing Prompts:</b> Activities 4.9, 4.19 <b>Collaborative Poster Representing Transcendentalism:</b> Activity 4.3 <b>Citing Textual Evidence via Group Discussion or Socratic Seminar:</b> Activities 4.10, 4.18 <b>Citing Textual Evidence via Charts:</b> Activities 4.2, 4.9, 4.10, 4.11, 4.12, 4.13, 4.15, 4.21, 4.22 <b>Reader/Writer Notebook and Key Ideas and Details Questions:</b> ongoing <b>Unit Assessment:</b> online	<b>Embedded Assessments (Required):</b> <ol style="list-style-type: none"> <li>1. Writing a Personal Essay</li> <li>2. Creating a Multi-Genre Research Project</li> </ol>
<b>Unit 5: An American Journey</b>	<b>Expository Writing Prompts:</b> Activities 5.3, 5.6, 5.12, 5.13, 5.14 <b>Argumentative Writing Prompts:</b> Activities 5.9, 5.11, 5.17 <b>Citing Textual Evidence via Group Discussion:</b> Activities 5.2, 5.15 <b>Citing Textual Evidence via Charts:</b> Activities 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 5.13, 5.14 <b>Reader/Writer Notebook and Key Ideas and Details Questions:</b> ongoing <b>Unit Assessment:</b> online	<b>Embedded Assessments (Required):</b> <ol style="list-style-type: none"> <li>1. Presenting a Literary Movement: The Harlem Renaissance</li> <li>2. Writing an Analytical Essay</li> </ol>