

Continual Skill Development and Year Long Concepts

Select, read, listen to, view, and respond to classic and contemporary texts recognized for quality and literary merit.		Key Concepts & Themes	Writing Process & Vocabulary
<p>Semester I: American Literature Required and Highly Recommended Literature:</p> <p>Plays</p> <ul style="list-style-type: none"> • <i>The Crucible</i> (required) <p>Short Stories</p> <ul style="list-style-type: none"> • "How The World Was Made" • "This Newly Created World" • "Dream Song" • "I Have Killed A Deer" • "Before They Got Thick" <p>Non-fiction</p> <ul style="list-style-type: none"> • "La Relacion" • From "The Interesting Narrative of Life" • From "Of Plymouth Plantation" • "Offer of Help" • From "The Life of Mary Jemison" • From "The Diary of Samuel Sewell" • From "Sinners In the Hands of an Angry God" <p>Films</p> <p><i>The Crucible</i></p> <p>Other Suggested Literature;</p> <p>Novels</p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> • <i>Old Man And The Sea</i> • <i>A Separate Peace</i> <p>Text</p> <ul style="list-style-type: none"> • <i>American Literature</i>, Scott Foresman, 1997 	<p>Semester II: American Literature Required and Highly Recommended Literature:</p> <p>Short Stories</p> <ul style="list-style-type: none"> • "The Devil and Tom Walker" • "The Pit and the Pendulum" • "Dr. Heidegger's Experiment" • "An Occurance At Owl Creek Bridge" <p>Non-fiction</p> <ul style="list-style-type: none"> • From "Self Reliance" • From "Walden" • From "Civil Disobedience" • "Ain't I A Woman?" • "The Attack on Fort Sumpter" • "The Gettysburg Address" • "Shiloh" • "The Portent" • From "Personal Memoirs of U.S. Grant" • "Farewell Order to the Army of Northern Virginia" • From "What The Black Man Wants" <p>Poetry</p> <ul style="list-style-type: none"> • "The Raven" • "this Is My Letter To The World" • "Much Madness Is Divinest Sense" • "The Soul Selects Her Own Society" • "Because I Could Not Stop For Death" • "A Bird Came Down The Walk" • "I Hear America Singing" • "What is the Grass" • "There Was a Child Went Forth" • "Sympathy" • "We Wear The Mask" • "To The Maiden" • "The Wayfarer" • "I Saw a Man Pursuing the Horizon" • "A Man Said To The Universe" 	<p>Key Concepts/Themes (A1)</p> <ul style="list-style-type: none"> • Conviction • Alienation • Personal liberty • The American Dream <p>Values and Beliefs (A2)</p> <ul style="list-style-type: none"> • Integrity, wisdom, allegiance, introspection, connectedness, independence <p>Focus Questions</p> <ul style="list-style-type: none"> • What principles are people willing to risk personal safety and well being to defend? What values do people act on when they stand up for an unpopular belief? • What are the forces that separate people from society? • What does one gain or lose through separation from society? • How important is one's search for personal liberty? • What are the consequences in other cultures in following one's conscience? <p>Cultural Perspectives (A3)</p> <p>Focus Questions</p> <ul style="list-style-type: none"> • What are the common principles that people from different cultures are willing to defend, risking safety and well being? • Is alienation pervasive in all cultures? • What are the consequences in other cultures of following one's conscience? <p>Authors' Techniques (A5)</p> <p>Identify how authors use the following to represent key concepts, values, and beliefs:</p> <ul style="list-style-type: none"> • Identify how authors use the following to represent key concepts, values, and beliefs: internal and external conflict, imagery, mood, diagrams, figures, charts, graphs, introductions, summaries, conclusions, allusion, paradox, conceit, alliteration, and three forms of irony <p>General Comprehension Skills</p> <ul style="list-style-type: none"> • follow directions, make predictions, activate prior knowledge, self-question • plan and regulate skills and strategies used to construct and convey meaning • apply shared standards to evaluate own and others' work <p>Vocabulary (D3)</p> <p>See Insert.</p>	<p>Writing Skills & Strategies (C3)</p> <p>Prewriting</p> <ul style="list-style-type: none"> • Brainstorm interesting topics, audience, and purpose • Use graphic organizers to develop ideas • Use pattern guides • Use reading response journals to generate ideas • Use narrative guides that depict complex characteristics of material <p>Drafting</p> <ul style="list-style-type: none"> • Write a variety of narrative and informational texts • Create text supports <p>Revising</p> <ul style="list-style-type: none"> • Revise drafts for clarity, narrative elements, organizational patterns, and textual features • Use elements of imagery • Use elements of mood/tone • Lead aloud with peers to determine if writing has proper effect • Use peer groups to evaluate <p>Editing</p> <ul style="list-style-type: none"> • Edit their own and others' writing for grammar, usage, mechanics, and spelling using a checklist or rubric <p>Publishing</p> <ul style="list-style-type: none"> • Publish texts using a variety of forms and media for target audience <p>Inquiry & Research (C4)</p> <p>Question Generation</p> <ul style="list-style-type: none"> • Use teacher generated topics that are based on focus questions • evaluate focus questions <p>Use of Resources</p> <ul style="list-style-type: none"> • Conduct complete and thorough reading of sources to ensure accuracy • Narrow resources know context (i.e. historical, social) <p>Analyzing & Organizing Information</p> <ul style="list-style-type: none"> • Make explicit link between evidence and position • Check organization for conceptual consistency • Use writing strategies for analyzing and organizing information <p>Written and Spoken Form of the Research</p> <p>Present a report of research and/or how it was developed</p>



Language Arts Grade 11

Pacing Guide



2005

Partnering with students, parents and
the community to provide exceptional,
personalized education.

The WLPS Language Arts curriculum is based on the Department of Education's The Michigan Essential Goals and Objectives for Education and is tailored to the needs of Whitmore Lake's students. Additional clarification of the benchmarks for those goals and objectives, as well as sample lessons and assessment items, may be obtained through the CLIMB website at www.remc7.k12.mi.us/oaids/miclimb

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