

Grade 11 Honors ELA Pacing Guide

These standards are year long, ongoing standards that should be taught to mastery by the end of the year. Therefore, all previously taught skills should be reviewed with every unit.

***** AP incorporates periods of test preparation throughout the units.**

<p align="center">Marking Period 1 <i>Unit 1: Progressive Philosophies and the Lost Generation</i> 42 Days</p>	<p align="center">Marking Period 2 <i>Unit 2: The Birth of the American Dream or the Destruction of Decorum?</i> 45 Days</p>	<p align="center">Marking Period 3 <i>Unit 3: The Dust Bowl and American Exceptionalism: Individual Will Against Insurmountable Odds</i> 45 Days</p>	<p align="center">Marking Period 4 <i>Unit 4: Warfare, Villains, and the Introspective Hero: The Language of Western Ideologies</i> 48 Days</p>
<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Rhetoric, rhetorical situation ● Ethos, pathos, logos ● Propaganda, bias ● Claim, counterclaim ● The efficacy and implementation of rhetorical/stylistic devices (e.g. alliteration, anaphora, apostrophe, asyndeton, epistrophe, logical fallacies, parallel structure, etc.) ● SOAPSTone analysis components: Speaker, occasion, audience, purpose, subject, tone ● Model approaches to effective reading, 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Tone has a dramatic and dynamic impact on the intended message of a text and is often crafted to the target audience’s benefit. ● Pathetic fallacy ● Extended metaphor ● Various rhetorical fallacies ● Social commentary 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Interpretive “lens” ● Model approaches to effective reading, writing, research, speaking, and listening. ● Syntax and syntactical techniques ● Stereotypes, dehumanization 	<p>Week 1: Define</p> <ul style="list-style-type: none"> ● Structure mirroring content ● Language informs and enhances consciousness—the language of thought—and it is through language that we “speak ourselves into existence.” ● Speakers use the art of rhetoric to further their ends, whether those ends are for good or ill.

<p>writing, research, speaking, and listening.</p> <ul style="list-style-type: none"> ● The difference between connotation and denotation and the effects each has on interpretation. 			
<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Explain the essential strategic uses of spoken and written Standard English. ● Discuss the role rhetoric played in establishing the American identity of the late nineteenth- and early twentieth-centuries. ● Classify the difference between an academic paper and informal writing. ● Discuss the definition of propaganda and how it differs from ethical and logical reasoning. ● Explain persuasive techniques (e.g. diction, tone, and the three appeals, etc.) as well as the impact of bias and omission of details in persuasive writing and propaganda. 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss socio-economic circumstances fueled the American Dream and, in some instances, perverted it, and twentieth-century thinkers explored this conflicted reality through various methods (speeches, fiction, nonfiction, etc). ● Explain the art of conducting a rhetorical analysis involves identifying authorial methodologies, exploring the impacts of such on the text, audience, and purpose, and determining the reasoning behind such practices so as to “open” the text to more mature and meaningful interpretation. ● Describe that new lenses offer enhanced interpretations of texts and facilitate more 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss the causes and effects of the Great Depression in the United States and its representation through different mediums ● Explain that argument is most effective when it is informed and structured rationally, and understanding a speaker’s methodology can immunize an audience against manipulation, enhance comprehension, and provide a scaffold on which to build one’s own argument. ● Describe rhetorical speaking techniques that extend beyond the written word (i.e. body language, eye contact, gestures, etc.). 	<p>Week 2: Understand</p> <ul style="list-style-type: none"> ● Discuss the impact of language on the Civil Rights Movement, namely through the historic writings and speeches of leaders like Dr. Martin Luther King, Jr. ● Explain that some philosophers have questioned the nature of morality, but, no matter the school of thought, morality has long been the difference between “society” and “anarchy.” ● Describe the delicate balance of rhetorical techniques in one’s writing and make clear that effective use of such strategies can lead to powerful and persuasive prose.

	<p>meaningful interactions with them.</p>		
<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret the use of persuasive techniques in various supplementary texts ● Identify the relationship between the speaker, subject, and audience in various supplementary texts ● Demonstrate understanding of connotation, denotation, and diction through discussion and annotation of anchor text ● Execute use of academic vocabulary 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Interpret the use of diction and imagery in characterizing the different class systems in the anchor text ● Identify evidence of societal pressures through characterization ● Identify ways in which Ellen does not adhere to the standards prescribed for women of the 1920s. ● Demonstrate understanding of imagery's effect on characterization through discussion and close reading annotations of anchor text 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Identify ways in which rhetoric was used to further axis and allied endeavors during World War II ● Interpret a speaker's use of rhetoric to further their ends, and determine whether those ends are for good or ill ● Demonstrate understanding of social commentary through discussion of anchor text 	<p>Week 3: Apply</p> <ul style="list-style-type: none"> ● Identify ways in which writing can mirror the content it conveys, and understand that such a technique achieves a subliminal effect on the intended audience that is nevertheless profound. ● Implement syntactical techniques across various platforms ● Demonstrate understanding of syntactical techniques through discussion of anchor texts
<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Differentiate between summary and analysis ● Examine how character and setting contribute to a text. ● The efficacy and implementation of rhetorical/stylistic devices (e.g. alliteration, anaphora, apostrophe, asyndeton, epistrophe, 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Differentiate between summary and analysis ● Examine the efficacy and implementation of rhetorical/stylistic devices (e.g. alliteration, anaphora, apostrophe, asyndeton, epistrophe, logical fallacies, parallel structure, etc.) in various texts as well as the anchor text. 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Differentiate between propaganda and reason ● Organize common themes across texts ● Examine textual evidence to develop thematic traits ● Compare socioeconomic representations across mediums. 	<p>Week 4: Analyze</p> <ul style="list-style-type: none"> ● Differentiate between reasoned argument and bias. ● Organize opposing claims of different speakers and the evidence they offer ● Examine the syntactical and literary techniques a speaker employs to achieve the designed purpose

<p>logical fallacies, parallel structure, etc.)</p> <ul style="list-style-type: none"> ● World War I Propaganda ● Identify persuasive techniques within the anchor text and determine their efficacy. 	<ul style="list-style-type: none"> ● Examine the speaker’s purpose in a text and the methods used to convey that purpose. 		<ul style="list-style-type: none"> ● Compare the representations of heroes and villains in the anchor texts
<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Justify the employment and stylistic effect of vocabulary and punctuation in anchor text. ● Critique Hemingway’s position on “The Lost Generation” and the methods he employs to reveal that opinion. ● Use academic vocabulary to discuss the ideological shift of the Lost Generation 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Critique the portrayal of the American Dream across generations in various period pieces. ● Defend, challenge, or qualify the obtainability of the promises of the American Dream across the class spectrum ● Use academic vocabulary to discuss portrayals of identity and the American Dream in the anchor text 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Critique the social commentary of the anchor text and identify elements of bias ● Defend, challenge, or qualify President Truman’s reasons for dropping the atomic bombs. ● Critique the ways in which propaganda served to dehumanize targeted groups during World War II ● Use academic vocabulary to discuss the issues of class, propaganda, and dehumanization 	<p>Week 5: Evaluate</p> <ul style="list-style-type: none"> ● Critique the ways in which government powers justified the Vietnam War ● Defend, challenge, or qualify the portrayal of the War on Drugs across mediums ● Use academic vocabulary to discuss what it means to be a “hero” and a “villain,” modern interpretations of the terms, and their representations in the anchor texts.
<p>Week 6: Create</p> <ul style="list-style-type: none"> ● Construct an argumentative essay that takes a firm position on a key issue ● Construct an analytical essay of the anchor text that focuses on the author’s decisions and 	<p>Week 6: Create</p> <ul style="list-style-type: none"> ● Construct an argumentative essay that takes a firm position on the obtainability of the American Dream and identifies three examples to support that position 	<p>Week 6: Create</p> <ul style="list-style-type: none"> ● Construct an argumentative essay that takes a firm position on a key issue, identifies at least two examples to support that position, and utilizes a nuanced tone to appeal to the 	<p>Week 6: Create</p> <ul style="list-style-type: none"> ● Construct an argumentative essay that takes a firm position on a key issue, identifies at least two examples to support that position, utilizes a nuanced tone to appeal to the

<p>the impact of those decisions on the audience</p> <ul style="list-style-type: none">● Investigate a selected debate topic then design and engage in a well-reasoned verbal debate	<ul style="list-style-type: none">● Construct an analytical essay of the anchor text that identifies at least two specific methods the author utilizes to create an impact on the audience● Investigate a selected debate topic then design and engage in a well-reasoned verbal debate● Develop an effective rhetorical presence in a prepared speech	<p>audience.</p> <ul style="list-style-type: none">● Construct an analytical essay of the anchor text that identifies at least two specific methods the author utilizes to create an impact on the audience and explain how these methods generate the effect● Investigate a selected debate topic then design and engage in a well-reasoned verbal debate	<p>audience, and employs effective rhetorical strategies to enhance the appeal.</p> <ul style="list-style-type: none">● Construct an analytical essay of the anchor text that identifies at least two specific methods the author utilizes to create an impact on the audience and explain how these methods generate the effect● Develop an effective rhetorical presence in a prepared speech● Investigate a selected debate topic then design and engage in a well-reasoned verbal debate● Design a presentation of a mock advertisement that tells the truth about a selected subject and employs rhetorical techniques studied throughout the year
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