

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 11 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 11 Does Fear Compromise Value Unit

Big Question: How does the experience of fear compromise one's values?, How does literature shape or reflect society?

Dramatic Literature (1 selection)

The Crucible

Visual Literature (3 selections)

Fear (painting)

Evening on Karl Johan Street (painting)

The Torment of Saint Anthony (painting)

Nonfiction (11 selections)

- “Rational and Irrational Fears Combine in Terrorism’s Wake”
- “Enemies Within”
- Letter to HUAC
- “Declaration of Conscience”
- Speech in the Virginia Convention
- Speech in the Convention
- *from The Interesting Life of Olaudah Equiano*
- *from “Civil Disobedience”*
- “The Story Behind the Documents”
- “Urban Renewal”
- “Playing for the Fighting Sixty-Ninth:

Optional Informative/Explanatory Writing Portfolio: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 11. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 11**

Does Fear Compromise Value Unit

Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Question: How does the experience of fear compromise one's values?</p> <p>1. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Non-print text analysis Claim statements Claim justification Close reading Vocabulary in context Word choice Inference Metaphor Elliptical sentence construction Research Vocabulary focus Focus group project Analysis of title and stage directions Symbolism Characterization Analogy Allusion Etymology 	<p>Weeks 1-6</p> <p>Periods: 22</p>	<p>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.11-12.7 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.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.10 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</p>	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • <i>The Crucible</i> pp. 1124-1234 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 219-292 <p>Internet Resources</p> <p><i>Fear</i></p> <p><i>Evening on Karl Johan Street</i></p> <ul style="list-style-type: none"> • <i>The Torment of Saint Anthony</i> • “Rational and Irrational Fears Combine in Terrorism’s Wake” “Enemies Within” Letter to HUAC “Declaration of Conscience” <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • Before You Read [Meet the Author Video (2:40), Get Connected Video 	<p>Reading</p> <p><i>The Crucible</i> (drama)</p> <p><i>Fear</i> (painting)</p> <p><i>Evening on Karl Johan Street</i> (painting)</p> <p><i>The Torment of Saint Anthony</i> (painting)</p> <p>“Rational and Irrational Fears Combine in Terrorism’s Wake” (nonfiction)</p> <p>“Enemies Within” (speech)</p> <p>Letter to HUAC (letter)</p> <p>“Declaration of Conscience” (speech)</p> <p>Writing</p> <p>Quick write</p> <p>Character mapping</p> <p>Student-written paragraph that states and supports a claim regarding Miller’s thematic purpose for settings</p> <p>Speaking and Listening</p> <p>Whole group discussion</p> <p>Small group discussion</p> <p>Tableaux</p> <p>Small group presentation</p> <p>Socratic seminar</p> <p>Language</p> <ul style="list-style-type: none"> • Syntax

<ul style="list-style-type: none"> • Personification • Compare/contrast • Foreshadowing • Conflict: internal and external • Prediction • Subtext • Rising action • Analysis of setting • Analysis of crisis (turning point) • Irony • Hyperbole • Summarization • Tragedy • Tragic hero • Socratic seminar 		<ul style="list-style-type: none"> • L.11-12.3 • L.11-12.4 • L.11-12.5 • L.11-12.6 	<p>(:40), The Essential Question, Literary Analysis, Reading Strategies, Vocabulary Central]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Question, Writing) <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • This lesson, including the ancillary materials, may be found on the curriculum guide website. 	<ul style="list-style-type: none"> • Figurative language <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing and analysis • Discussion • Written assignments • Focus group presentation preparation • Focus group presentation • Socratic seminar preparation and presentation <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Ask students to research the anticommunist movement of the 1950s, identifying key individuals and recording their information in the Analyzing Historical Trends worksheet in the <i>Professional Development Guidebook</i>, p. 231. • Have students do research to find out more about how children and adolescents in early Puritan America were treated. Were their high spirits indulged or repressed? Were they viewed as little adults? How did the treatment of males and females differ? • Help students take a stronger interest in the play's events by imagining themselves as characters. For example, ask them to read the exchange between John and Elizabeth in which she asks him to tell Reverend Hale about Abigail. What advice would students give John and Elizabeth at this point? Call on volunteers to act out the advice, and then have them continue the scene with improvisation. Have students do the same in other key exchanges. • Invite students to consider the conflicts Mary faces in being confronted by her friends in court. Ask students to think of a modern, real life example of someone turning against his or her friends. Have students explain what happened, how the person felt, and how those
---	--	--	---	---

				feelings were or were not like Mary's.
<p>The Essential Question: How does literature shape or reflect society?</p> <p>2. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Nonfiction • Determining meanings of unknown words by using dictionaries • Comparing and contrasting • Close reading • Persuasive appeals • Rhetorical devices • Analysis of the content from several sources on a single issue • Implicit and explicit philosophical assumptions • Informal presentations • Research 	<p>Week 6 Periods: 3</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.8 • RI.11-12.9 • W.11-12.2 • W.11-12.7 • W.11-12.9b • W.11-12.10 • SL.11-12.1 • SL.11-12.3 • SL.11-12.4 • L.11-12.1 • L.11-12.2 • L.11-12.4 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Focus on Literary Forms pp. 96-97 • Before You Read pp. 98-99 • “Speech in the Virginia Convention” (980L) pp. 100-103 • “Speech in the Convention” (1490L) pp. 104-107 • After You Read p. 108 • Integrated Language Skills p. 109 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 149-150; 153-156; 158-166; 255 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Speaking, Listening, Viewing, and Representing: Chapter 28 pp. 786-805 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:50), The Essential Question, Literary Analysis, Reading Strategies, Vocabulary Central, Meet the Authors, Background Video (:35)] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Question, Writing) 	<p>Reading</p> <ul style="list-style-type: none"> • “Speech in the Virginia Convention” (nonfiction) • “Speech in the Convention” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: What connections do both Henry and Franklin make between the ability to face hard realities and ideas of loyalty to one’s nation? • Compare and contrast the views of Henry and Franklin. • Compare rhetorical devices in the two speeches. • Identify and analyze persuasive appeals. • Students research Federalists and Anti-Federalists. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Small group presentations <p>Language</p> <ul style="list-style-type: none"> • Grammar • Usage • Capitalization • Punctuation • Spelling <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Formative and/or summative assessments should be incorporated weekly into each lesson. • Critical viewing • Selection tests • Oral presentation

				<p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students listen to oral readings of the speeches before reading them. • Students identify arguments in the speeches and critique their appeal to friendly and hostile audiences. • Students paraphrase examples of logical, ethical, and emotional appeals. • Students listen or watch the recording of a contemporary speech, identifying examples of rhetorical devices. • Students read aloud passages from the speeches making decisions about rhythm, pace, and volume. They record their decisions prior to reading their passages aloud and then discuss what changed during delivery in front of an audience.
<p>The Essential Question: How does literature shape or reflect society?</p> <p>3. Reading for Information; Writing, Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Thesaurus • Audience • Close reading • Voice • Analyze content from several sources on a single issue • Autobiography • Historical context of setting • Validity of arguments • Figurative language • Point of view 	<p>Weeks 6-7 Periods: 3</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • W.11-12.4 • W.11-12.7 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • 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 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 168-169 • <i>from The Interesting Life of Olaudah Equiano</i> (1240L) pp. 170-175 • After You Read p.176 • Integrated Language Skills p. 177 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 229-232; 235-238; 240-248 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:49), The Essential Question, Literary Analysis, Reading Strategies, Vocabulary Central, Meet the Authors, Background Video (:29)] • <u>While You Read</u> (Warm- 	<p>Reading</p> <ul style="list-style-type: none"> • <i>from The Interesting Life of Olaudah Equiano</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Identify three examples of descriptive language and explain how each serves as an emotional persuasive appeal. • Journal: What effect could details of the slave trader's cruelty have on contemporary readers? • Compare the effects of the narrative on readers in Equiano's day to the effects on contemporary readers. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion of when someone's personal experience influenced public opinion • Partner discussion • Oral report on Middle Passage • Oral report of the impact of the Lincoln-Douglas debates <p>Language</p> <ul style="list-style-type: none"> • Grammar • Usage • Capitalization

			<p>ups, Reading Selections, Critical Reading)</p> <ul style="list-style-type: none"> • <u>After You Read</u> (Skill Questions, Writing) 	<ul style="list-style-type: none"> • Punctuation • Spelling • Syntax <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students summarize to identify the main idea of paragraphs. • Students research the Middle Passage. Students analyze a contemporary film, such as <i>Amazing Grace</i>, identifying techniques used to tell the events, and how the film treats history. • Research the Middle Passage at pbs.org.
<p>Essential Question: How does literature shape or reflect society?</p> <p>4. Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Author’s style • Metaphor • Determining word meaning through context • Drawing conclusions • Summarization • Evaluation • Informal writing • Research 	<p>Week 7 Periods: 2</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.9 • W.11-12.4 • W.11-12.7 • W.11-12.9b • W.11-12.10 • SL.11-12.1 • SL.11-12.3 • SL.11-12.6 • L.11-12.1 • L.11-12.2 • L.11-12.4 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • <i>from</i> “Civil Disobedience” pp. 388-389 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • pp. 136; 140-148 (Select questions that are applicable to <i>from</i> “Civil Disobedience.”) <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • For <i>from</i> “Civil Disobedience”: <u>Before You Read</u> [Get Connected Video (:56), Essential Question, Literary Analysis, Reading Strategy, Vocabulary 	<p>Reading</p> <ul style="list-style-type: none"> • <i>from</i> “Civil Disobedience” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Student-written summary of “Civil Disobedience” • Journal: Is it ever all right to break the law? Explain. • Student-written critique of Thoreau’s essay. Was Thoreau convincing? Explain. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion • Oral report on what kind of government commands respect <p>Language</p> <ul style="list-style-type: none"> • Grammar • Usage • Capitalization

			<p>Central, Meet the Author, Background Video (:46)]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) 	<ul style="list-style-type: none"> • Punctuation • Spelling <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students research real-life instances of civil disobedience. Who disobeyed the law? Why? What were the results?
<p>Prompt: After researching informational texts on global issues, select a significant issue and write an essay that explains how globalization impacts it. What conclusions or implications can you draw? Cite at least 3 sources, pointing out key elements from each source. L2 In your discussion, explain the causes, the scope of the issue, and proposed solutions to the problem. L3 Identify any gaps or unanswered questions.</p> <p>5. Reading for Information; Writing; Speaking and Listening; Language</p> <p>This informational/explanatory writing assignment is also part one of the preparation for the senior capstone assignment.</p> <p>Prewriting Whole class discussion</p> <ul style="list-style-type: none"> • Socratic Seminar • Analysis of primary source documents • Research 	<p>Weeks 8-9 Periods: 10</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.8 • W.11-12.1 • W.11-12.2 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.7 • W.11-12.8 • W.11-12.9 • SL.11-12.1 • SL.11-12.4 • SL.11-12.5 • SL.11-12.6 • L.11-12.1 • L.11-12.2 • L.11-12.3 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • “The Story Behind the Documents” p. 1394 • “Urban Renewal” pp. 1395-1396 • “Playing for the Fighting Sixty-Ninth” pp. 1397-1399 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 13, section 13.2 – “Narrowing Your Topic,” “Considering Your Audience and Purpose” “Gathering Details” • Chapter 12, section 12.3 – “Providing Elaboration” • Chapter 13, section 13.3 “Shaping Your Writing,” “Drafting: Develop an Organizational Plan,” “Writing a Formal Outline,” “Providing Elaboration,” “Prepare to Credit Your Sources” 	<p>Reading</p> <ul style="list-style-type: none"> • “The Story Behind the Documents” (nonfiction) • “Urban Renewal” (nonfiction) • “Playing for the Fighting Sixty-Ninth” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Prewriting: quick write on defining global issues • Prewriting: defining global issues activity • Responding to critical thinking questions regarding global issues • Student-written formal summary of source information • Student-written outline • Student-written draft • Students use the Rubric for Self-Assessment <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion defining global issues • Socratic seminar discussing global issues • Peer revision • Five minute multimedia presentation that relates to the student’s research <p>Language</p> <ul style="list-style-type: none"> • Grammar

<p>Small group discussion Evaluating sources Narrowing topics Note-taking Summarizing Citing sources Creating an outline</p> <ul style="list-style-type: none"> • Creating and evaluating claim statements • Supporting details • Peer review • Revision <p>Editing Multimedia presentation</p>			<ul style="list-style-type: none"> • Chapter 13, section 13.4 – “Peer Review,” “Revising” • Chapter 13, section 13.6 – “Rubric for Self-Assessment” • Chapter 13, section 13.7 – sample research paper 	<p>Usage Capitalization Punctuation Spelling Syntax</p>
---	--	--	---	---

* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

** Standards: **RL** = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language