

## **11th Grade 2023-24 Syllabus**

Mr. Mullins

English Language Arts



**WELCOME TO 11th GRADE ENGLISH!** I am so excited to be here with you, learning and growing together. This is a very important year, as you will be taking the English Regents in January and/or June. It will also be a very exciting year because we will be exploring new texts and ideas that are bound to provoke important conversations, discussions, and projects.

### **A NOTE TO PARENTS**

This year, per the district's new initiatives, we will be learning with assistance from the HMH Into Literature curriculum. The HMH curriculum is a research backed, all inclusive package, and will enable our 11th grade classroom to spend more time learning cross curricular ideas and concepts that also align with other schools in New York City. I am excited to begin working with this curriculum and cannot wait to see what learning occurs throughout the year.

Because this is a new curriculum, there are sure to be hiccups and new learning challenges. I encourage you to take time this year to understand the scope and sequence at the back of the syllabus, which lists major assignments, assessments, mentor texts, and skills taught for your review. There may also be questions that arise too, as this curriculum looks a little different than the ones you may have seen before. Please do not hesitate to contact me if you have any questions or concerns.

Looking forward to this year!

Mr. Mullins

## ATTENDANCE

The expectation is for you to be present, physically and mentally, for English class. If you are unable to be in class, please communicate with your teachers and peers so they can help you stay on track. A great way to do this if you are absent is:

- Email your teachers to let them know about your absence and ask for any outstanding work that you need to complete ( [cmullins@meca-nyc.org](mailto:cmullins@meca-nyc.org), [pkern@meca-nyc.org](mailto:pkern@meca-nyc.org) )
- Touch base with a peer to find out about what you might have missed and any important assignments

It has been observed that students who are **continuously absent, late, or cut class** do struggle in maintaining their grade throughout the year. I am here to help at any possible moment, but it is difficult to keep up with the class if you are always catching up on work that you missed.

## LATENESSES

The expectation is for you to be on time to class. **If you are late, bring a pass to excuse your lateness.** If you are late turning in work, know that your teachers are here to work with you for extensions of assignment deadlines. *It is important that you communicate with your teachers if you need to request more time for an assignment so that we can give you the support you need!*

Assignments that are turned in one week late without any communication may result in point deductions.

## GRADING

In line with the NYC DOE's commitment to grading for equity, we will be focusing on giving specific and direct feedback with an emphasis on communication, flexibility, and providing students with multiple pathways to show mastery. Our goal is to ensure that students are making improvements that reflect both personal growth and the NYS Learning Standards.

### **Grading Policy:**

#### **Homework (5%)**

Throughout the year, students will be assigned work that is expected to be completed outside of the classroom. These assignments may involve readings beyond what is read in class, worksheets to be completed to pair with class discussions, updates on research being conducted, or responses to discussion posts. Students are expected to complete this work in a timely manner and no late homework will be accepted past the due date.

#### **Class Assignments (5%)**

Assignments that are assigned and completed during a single class period, whether it be completed as a group or individually. Such assignments can include summative written responses/exit tickets, peer or self assessments/critiques, worksheets, short essays, notes... etc.

### **Weekly Formative Assessments (10%)**

Formative steps toward summative assessments that will occur on a weekly basis. These assessments include short writing responses and essays, reflective journal responses, and end-of-text reading accountability assignments.

### **Major Unit Assessments (60%)**

All major unit assessments. Assessments will have multiple steps and will often require several days of in-class and sometimes at-home work. Major assessments will reflect the major skills that have been developed through classwork and weekly formative assessments, using relevant content knowledge covered in the respective unit. These assessments will require students' effective, thoughtful, and precise use of skills and knowledge. **PLEASE NOTE: These assessments are worth 60% of a student's grade. IF YOU WANT TO THRIVE IN THIS CLASS, THESE ARE THE ASSESSMENTS TO FOCUS ON.**

### **Independent Research Projects (20%)**

Throughout the year, students will complete a total of 6 independent research projects. These projects are meant to be an opportunity for students to take ownership of their learning and pull from outside sources to help educate themselves, their peers, and their school community about a topic of their choice. These assessments will require students to effectively communicate, discuss, and direct their research with a mind towards an outside audience.

### **ELECTRONICS POLICY**

Per MECA policy, students are expected to **NOT USE** any electronic device except with the teacher's **EXPLICIT** direction for the purposes of instruction. Unless otherwise instructed, students should not be using any type of electronics. Students will keep their cell phones and other electronic devices (including headphones and earbuds) **off and away** in school provided Yondr pouches.

### **LEAVING CLASS**

Students are not allowed to leave the classroom without permission from the teacher. Students may not go to the office for any reason outside of an emergency and **EXPLICIT** permission

from the teacher. Students must obtain a Medical Pass to see the nurse, and will privately notify the teacher if they need to see the nurse.

For students who are leaving to use the bathroom, they must first sign out on the provided sheet, before taking the Bathroom Pass.

### **CONSEQUENCES FOR CLASSROOM RULES VIOLATIONS**

Any students who violate the above rules can receive any of the following consequences: Verbal warning, possible seat change, “formal circle address”, behavior improvement contract, phone call home, negative anecdotal write-up, referral to students’ advisor, referral to Guidance counselor, referral to the Dean. There are some serious infractions that will require immediate referral to the Dean. Among these are threatening, bullying, cyberbullying, or excessively disruptive behavior, violence, and extreme insubordination.

Again, this class will be following the “Three Strike Rule.”

- 1. A verbal request by the teacher to stop violating classroom rules, followed by...**
- 2. A verbal warning to be issued to the student...**
- 3. After a verbal warning, any further usage will be documented in a log to be submitted at the end of class AND a phone call/text will be made to a parent or guardian**

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***This course syllabus should be read over and then signed by you and your parent/guardian. Please return this document to Mr. Mullins by September 12th.***

I have read and I understand the guidelines and expectations for this course.

Student Signature:

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Parent/Guardian signature;

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**Please provide the following information**

Preferred Phone Number:

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Preferred Email:

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**SCOPE AND SEQUENCE:** This year, we will work our way through six different units, examining the growth of America and the formation of what some may call the “American Identity.” The goal of these units are to encourage students to reflect on who they are within America and to better understand where we have come from as a nation. Each unit will also feature time for students to conduct independent reading. In addition, to better prepare students for the Regents, each unit will also conclude with a major unit test.

## **Unit 1: Foundations and Encounters: Early American Literature**

### **Essential Questions:**

*What connects people to certain places?*

*What values and beliefs shape who we are?*

*What does it mean to be a stranger in a strange land?*

*What happens when cultures collide?*

**Unit 1 Academic Vocabulary:** adapt, coherent, device, displace, dynamic

### **Unit 1 Summative Tasks**

Write an Informative Essay [W.11.2.a-b](#), [W.11.2](#), [W.11.4](#), [W.11.10](#), [W.11.5](#), [L.11.3.a](#), [W.11.2.c](#), [W.11.2.f](#)

Present an Independent Research Project [SL.11.5](#), [SL.11.1.a-d](#)

<b>Mentor Texts</b>	<b>Formative Skills</b>	<b>Formative Assessments</b>
<b>MYTH:</b> “The World on the Turtle’s Back” by Iroquois storytellers	Analyze Myth <a href="#">RL.11.3</a> Make Inferences <a href="#">RL.11-12.1</a>	Creation Myth <a href="#">W.11.3</a> Book Cover <a href="#">SL.11.5</a> Comparing Creation Myths <a href="#">W.11.2</a> , <a href="#">W.11.7</a>
<b>NONFICTION NARRATIVE:</b> “Blue Winds Dancing” by Thomas Whitecloud	Analyze Development of Ideas <a href="#">RL.11.3</a> Analyze and Evaluate Structure <a href="#">RI.11.5</a>	News Article <a href="#">W.11.4</a> Instagram Post <a href="#">SL.11.5</a> Group Discussion <a href="#">SL.11.1</a>
<b>POEM:</b> “New Orleans” by Joy Harjo	Determine Themes <a href="#">RL.11.2</a> Analyze Figurative Language <a href="#">RL.11.4</a> Analyze Imagery <a href="#">RL.11.4</a>	Literary Analysis <a href="#">W.11.2</a> Presentation <a href="#">W.11.8</a> , <a href="#">SL.11.2</a> , <a href="#">SL.11.5</a> , <a href="#">SL.11.6</a> Soundtrack
<b>HISTORY FICTION:</b> “Balboa”	Analyze Theme <a href="#">RL.11.4</a> Analyze Character <a href="#">RL.11.3</a> Determine Central Idea <a href="#">RI.11.2</a>	Group Discussion <a href="#">SL.11.1</a> Character Sketch <a href="#">W.11.3.a-b</a> Evaluate the Text <a href="#">W.11.1.a-e</a>

	Analyze Point of View <a href="#">RL.11.6</a> , <a href="#">RL.11.3</a>	
<p><b>POEM:</b> “Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666” by Anne Bradstreet</p> <p><b>POEM:</b> “World, in hounding me...” by Sor Juana Inés de la Cruz, translated by Alan S. Trueblood</p>	<p>Paraphrase <a href="#">RL.11.2</a> Analyze Theme <a href="#">RL.11.4</a> Analyze Style <a href="#">RL.11.6</a></p>	<p>Compare Poems <a href="#">RL.11.4</a> Collaborate and Present <a href="#">SL.11.6</a>, <a href="#">SL.11.1.a-d</a> Compare-and-Contrast Essay <a href="#">W.11.2.a-e</a></p>
<p><b>MAJOR ASSESSMENTS:</b> <i>Stranger in a Strange Land Essay Assignment</i>  <i>x2 Independent Research Project</i></p>		

## Unit 2: The Individual and Society: Literature of the American Renaissance

### Essential Questions:

*How can we be true to ourselves?*

*How do we relate to the world around us?*

*What do we secretly fear?*

*When should we stop and reflect on our lives?*

Unit 2 Academic Vocabulary: analogy, denote, quote, topic, unique

### Unit 2 Summative Tasks

Write an Explanatory Essay [W.11.2.a-c](#), [W.11.4](#), [W.11.10](#) [W.11.5](#), [L.11.2](#) [SL.11.5](#)

Create an Illustration [SL.11.5](#)

Write an Argument [W.11.1](#)

Mentor Texts	Formative Skills	Formative Assessments
<b>POEM</b> from <i>Song of Myself</i> by Walt Whitman	Analyze Free Verse <a href="#">RL.11.5</a> Analyze Themes <a href="#">RL.11.4</a> , <a href="#">RL.11.2</a> , <a href="#">L.11.5.a</a>	What If Whitman Wrote Today? <a href="#">W.11.4</a> A Short Film <a href="#">SL.11.5</a> Roundtable Discussion <a href="#">SL.11.1</a>
<b>ESSAY</b> “My Friend Walt Whitman” by Mary Oliver	Analyze Structure and Purpose <a href="#">RL.11.6</a> , <a href="#">RI.11.5</a> Analyze Development of Ideas <a href="#">RI.11.3</a> , <a href="#">RI.11.2</a>	Essay <a href="#">W.11.2.a-c</a> , <a href="#">W.11.2.f</a> My Friend Mary Oliver <a href="#">W.11.6</a> , <a href="#">W.11.7</a> , <a href="#">W.11.8</a> , <a href="#">SL.11.4</a> Respond to a Quote <a href="#">SL.11.1</a>
<b>POEMS</b> by Emily Dickinson	Analyze Theme <a href="#">RL.11.2</a> Analyze Figurative Language <a href="#">RL.11.4</a> Analyze Structure <a href="#">RL.11.5</a>	Micro-story <a href="#">W.11.3</a> Collage <a href="#">SL.11.5</a> Video Presentation <a href="#">SL.11.1</a>
<b>POEM</b> “In the Season of Change” by Teresa Palomo Acosta	Analyze Sound Devices <a href="#">RL.11.4</a> Analyze Imagery <a href="#">RL.11.4</a> , <a href="#">RL.11.2</a> Analyze Structure <a href="#">RL.11.5</a>	Poem <a href="#">W.11.4</a> Role-play <a href="#">SL.11.1</a> Java Jive Playlist



<p><b>SPEECH</b> Funeral Speech of Pericles, from <i>History of the Peloponnesian War</i> by Thucydides, translated by Benjamin Jowett</p>	<p>Analyze Author’s Purpose <a href="#">RI.11.6</a> Evaluate Rhetoric <a href="#">RI.11.4</a>, <a href="#">RI.11.6</a>, <a href="#">RI.11.9</a> Analyze Antithesis <a href="#">RI.11.4</a>, <a href="#">RI.11.6</a>, <a href="#">RI.11.9</a></p>	<p>Persuasive Speech <a href="#">SL.11.4</a>, <a href="#">SL.11.5</a> Socratic Seminar <a href="#">SL.11.4</a>, <a href="#">SL.11.5</a> Classical Roots of American Democracy <a href="#">W.11.7</a>, <a href="#">W.11.8</a>, <a href="#">W.11.9</a></p>
<p><b>ARGUMENT</b> from <i>the Apology from the Dialogues</i> by Plato, translated by Benjamin Jowett</p>	<p>Analyze Central Ideas <a href="#">RI.11.2</a> Analyze Analogy <a href="#">RI.11.4</a>, <a href="#">RI.11.6</a>, <a href="#">RI.11.9</a> Paraphrase <a href="#">RL.11.2</a>, <a href="#">RI.11.2</a></p>	<p>An Apology Afterlife Poetry Podcast <a href="#">W.11.6</a> Socrates’ Jeopardy <a href="#">W.11.7</a>, <a href="#">W.11.8</a>, <a href="#">W.11.9</a></p>
<p><b>ESSAY</b> from <i>Last Child in the Woods</i> by Richard Louv</p> <p><b>ESSAY</b> from <i>Walden</i> by Henry David Thoreau</p> <p><b>SHORT STORY</b> “The Minister’s Black Veil” by Nathaniel Hawthorne</p> <p><b>SHORT STORY</b> “The Fall of the House of Usher” by Edgar Allan Poe</p>	<p>Summarize <a href="#">RI.11.2</a> Analyze Style <a href="#">RL.11.4</a>, <a href="#">RI.11.6</a> Analyze Symbols <a href="#">RL.11.2</a>, <a href="#">RL.11.3</a> Analyze Setting <a href="#">RL.11.5</a>, <a href="#">RL.11.3</a> Analyze Mood <a href="#">RI.11.3</a> Analyze Allegory <a href="#">RI.11.4</a></p>	<p>A Nature Diary <a href="#">W.11.4</a>, <a href="#">SL.11.5</a> Answer Questions on Transcendentalism <a href="#">W.11.7</a> Debate <a href="#">SL.11.1.a-d</a> Argument <a href="#">W.11.1</a> Social Media Story <a href="#">SL.11.5</a> Group Discussion <a href="#">SL.11.1</a> Retelling <a href="#">W.11.3</a> Recommendations <a href="#">W.11.4</a> Debate <a href="#">SL.11.1.a-d</a></p>

## Unit 3: The Quest for Freedom: The Lasting Legacy of the Civil War

### Essential Questions:

When is self-determination possible?  
 What causes divisions between people?  
 How do we respond to defeat?  
 What is the price of progress?

Unit 3 Academic Vocabulary: confirm, definitely, deny, format, unify

### Unit 3 Summative Tasks

Write an Argument [W.11.1](#), [W.11.4](#), [W.11.10](#) [W.11.1.a-e](#) [W.11.5](#), [L.11.1](#)  
 Prepare a Debate [SL.11.1.a-b](#) [SL.11.1.a-d](#) [SL.11.3](#) [W.11.6](#)  
 Create a Documentary [SL.11.5](#)  
 Write an Informative Essay [W.11.2.a-f](#)

Mentor Texts	Formative Skills	Formative Assessments
<b>WHOLE NOVEL:</b> <i>Homegoing</i> by Yaa Gyasi	Analyze Plot <a href="#">RL.11.5</a> Analyze Character <a href="#">RL.11.3</a> Analyze Ideas and Events <a href="#">RL.11.5</a> , <a href="#">RI.11.3</a> Analyze Point of View <a href="#">RL.11.6</a> , <a href="#">RL.11.3</a>	Group Discussion <a href="#">SL.11.1</a> Character Sketch <a href="#">W.11.3.a-b</a> Evaluate the Text <a href="#">W.11.1.a-e</a>
Supplementary Texts	Formative Skills	Formative Assessments
<b>SPEECH</b> Second Inaugural Address by Abraham Lincoln	Analyze Argument <a href="#">RI.11.9</a> , <a href="#">RI.11.8</a> , <a href="#">RI.11.5</a> Analyze Persuasive Techniques <a href="#">RI.11.9</a> , <a href="#">RI.11.8</a>	Explanatory Essay <a href="#">W.11.2</a> Live Coverage of the Inaugural Address <a href="#">SL.11.1.a-d</a> Lincoln's Post-War Vision <a href="#">W.11.8</a>
<b>LETTER</b> "To My Old Master" by Jourdon Anderson	Analyze Tone <a href="#">RL.11.4</a> , <a href="#">RI.11.6</a> Make Inferences <a href="#">RI.11.1</a>	What the Constitution Means to Jourdon Anderson <a href="#">W.11.7</a> Group Discussion <a href="#">SL.11.1</a> Amending the Constitution <a href="#">W.11.2</a>

<p><b>DIARY, INFOGRAPHIC, AND PHOTOGRAPHY</b> Aftermath of the Civil War</p>	<p>Evaluate Sources <a href="#">RL.11.7</a> Synthesize Information <a href="#">RI.11.7</a></p>	<p>Diary Entry <a href="#">W.11.9.a</a> Report <a href="#">W.11.7</a> Media Timeline <a href="#">SL.11.5</a></p>
<p><b>SHORT STORY</b> “An Occurrence at Owl Creek Bridge” by Ambrose Bierce</p>	<p>Analyze Point of View <a href="#">RL.11.6</a>, <a href="#">RL.11.3</a> Analyze Plot <a href="#">RL.11.5</a></p>	<p>OAOB Reboot <a href="#">W.11.3.a-e</a>, <a href="#">W.11.6</a> Advice Podcast Do-over <a href="#">SL.11.1</a></p>
<p><b>HISTORY WRITING</b> “Building the Transcontinental Railroad” by Iris Chang</p>	<p>Analyze Ideas and Events <a href="#">RI.11.5</a>, <a href="#">RI.11.3</a> Analyze Tone <a href="#">RI.11.6</a></p>	<p>Explanation <a href="#">W.11.2</a> The Golden Spike <a href="#">W.11.8</a>, <a href="#">SL.11.5</a> Class Discussion <a href="#">SL.11.1</a></p>
<p><b>ARGUMENT</b> “Declaration of Sentiments” by Elizabeth Cady Stanton</p> <p><b>ARGUMENT</b> Speech to the American Equal Rights Association by Sojourner Truth</p> <p><b>POEM</b> “Runagate Runagate” by Robert Hayden</p>	<p>Analyze Rhetoric <a href="#">L.11.1</a> Evaluate Arguments <a href="#">RI.11.9</a>, <a href="#">RI.11.8</a>, <a href="#">RI.11.6</a>, <a href="#">RI.11.5</a> Analyze Speaker <a href="#">RL.11.4</a>, <a href="#">RL.11.5</a> Analyze Rhythm <a href="#">RL.11.5</a> Analyze Allusions <a href="#">RL.11.4</a></p>	<p>Speech! Speech! <a href="#">W.11.1.a-d</a>, <a href="#">SL.11.4</a>, <a href="#">SL.11.5</a> Timeline <a href="#">W.11.7</a> That’s a Reference to... <a href="#">W.11.4</a> Understanding the Large Hearts of Heroes <a href="#">SL.11.1</a> Poetry Slam <a href="#">SL.11.5</a>, <a href="#">SL.11.6</a></p>
<p><b>AUTOBIOGRAPHY</b> from <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</p>	<p>Analyze Character <a href="#">RL.11.3</a> Analyze Plot <a href="#">RL.11.5</a></p>	<p>Character Sketch <a href="#">W.11.3.a-b</a> Group Discussion <a href="#">SL.11.1</a> Graphic Novel <a href="#">SL.11.5</a>, <a href="#">W.11.3</a></p>

## **Unit 4: America Transformed: An Age of Realism**

### Essential Questions:

*How much do we control our lives?*

*Why do humans cause harm?*

*What are the consequences of change?*

*What makes a place unique?*

Unit 4 Academic Vocabulary: ambiguous, clarify, implicit, revise, somewhat

### **Unit 4 Summative Tasks**

Write a Short Story [W.11.3.a-e](#), [W.11.4](#), [W.11.10](#) [W.11.5](#), [W.11.3.d-e](#), [W.11.6](#)

Write a Literary Analysis [W.11.1](#)

Create a Movie Trailer

<b>Mentor Texts</b>	<b>Formative Skills</b>	<b>Formative Assessments</b>
<b>SHORT STORY</b> “To Build a Fire” by Jack London	Analyze Character <a href="#">RL.11.1</a> , <a href="#">RL.11.3</a> Analyze Setting <a href="#">RL.11.3</a>	Analyze the Themes <a href="#">W.11.9.a</a> How Do You Get Inspired? Evaluate the Ending <a href="#">W.11.4</a>
<b>ESSAY</b> “The Lowest Animal” by Mark Twain	Analyze Satire <a href="#">RL.11.6</a> Analyze Tone <a href="#">RL.11.4</a>	Satire <a href="#">W.11.4</a> The Mark Twain Prize <a href="#">W.11.7</a> Evaluate the Effectiveness of Satire <a href="#">SL.11.1</a> , <a href="#">SL.11.4</a>
<b>ARTICLE</b> “The Fourth Industrial Revolution Is Here. Are You Ready?” by Bernard Marr	Analyze Structure <a href="#">RI.11.5</a> , <a href="#">RI.11.3</a> Analyze Counterarguments <a href="#">RI.11.5</a> , <a href="#">RI.11.3</a>	Personal Essay <a href="#">W.11.4</a> Respond to the Article <a href="#">W.11.4</a> , <a href="#">SL.11.6</a> Reflect on Your Reading <a href="#">SL.11.1</a>
<b>SHORT STORY</b> “The Story of an Hour” by Kate Chopin	Analyze Point of View <a href="#">RL.11.6</a> Analyze Irony <a href="#">RL.11.6</a> , <a href="#">RL.11.3</a>	Diary Entry <a href="#">W.11.4</a> Round Table <a href="#">SL.11.1</a> The Story of a Minute <a href="#">W.11.3</a> , <a href="#">SL.11.5</a>

<p><b>POEM</b>  “Chicago” by Carl Sandburg</p>	<p>Analyze Free Verse <a href="#">RL.11.5</a>  Analyze Imagery <a href="#">RL.11.6</a>  Analyze Tone <a href="#">RL.11.6</a></p>	<p>Tag-team Poetry <a href="#">W.11.4</a>  They Said That? <a href="#">W.11.7</a>, <a href="#">W.11.8</a>  Share Impressions <a href="#">SL.11.1</a></p>
<p><b>NOVEL</b>  from <i>The Jungle</i> by Upton Sinclair</p> <p><b>INVESTIGATIVE JOURNALISM</b>  “Food Product Design from Fast Food Nation” by Eric Schlosser</p>	<p>Determine Themes <a href="#">RL.11.2</a>  Analyze Author’s Purpose <a href="#">RI.11.6</a>,  <a href="#">RI.11.3</a>  Determine Central Idea <a href="#">RI.11.2</a>  Analyze Author’s Purpose <a href="#">RI.11.6</a></p>	<p>Taking a Stand <a href="#">W.11.1</a>  Is Meat Made of Slime? <a href="#">W.11.7</a>, <a href="#">W.11.8</a>  Who Is Responsible? <a href="#">W.11.1</a>  Evaluate the Text <a href="#">W.11.1.a-e</a>  Create an Infographic <a href="#">SL.11.5</a>  Debate <a href="#">SL.11.1</a>, <a href="#">SL.11.4</a></p>

## Unit 5: Modern and Contemporary Voices: The Modern Period to the Present Day

### Essential Questions:

*How do we deal with rejection or isolation?*

*Can anyone achieve the American Dream?*

*When should personal integrity come before civic duty?*

*What would we do if there were no limits?*

Unit 5 Academic Vocabulary: contemporary, global, indefinite, simulated, virtual

### Unit 5 Summative Tasks

Write a Personal Narrative [W.11.3.a-c](#) [W.11.3.a-e](#), [W.11.5](#)

Create a Song

Write an Argument [W.11.1](#)

Mentor Texts	Formative Skills	Formative Assessments
<p><b>POEM</b> Mending Wall by Robert Frost</p>	<p>Analyze Blank Verse <a href="#">RL.11.5</a> Analyze Language <a href="#">RL.11.4</a> Make Inferences <a href="#">RL.11.1</a>, <a href="#">RL.11.2</a></p>	<p>Examine a Detail from the Poem <a href="#">W.11.9</a> Get Visual Three Words About Life <a href="#">SL.11.1</a></p>
<p><b>GRAPHIC MEMOIR</b> from <i>They Called Us Enemy</i> by George Takei</p>	<p>Analyze Graphic Novel <a href="#">RI.11.7</a>, <a href="#">RI.11.5</a> Analyze Author's Purpose <a href="#">RI.11.6</a>, <a href="#">RI.11.4</a></p>	<p>A Letter to the Past <a href="#">W.11.1.a-b</a> What Made Star Trek Special <a href="#">SL.11.1</a> Can We Make Wrongs Right? <a href="#">W.11.10</a></p>
<p><b>DRAMA</b> <i>The Crucible</i> by Arthur Miller</p>	<p>Analyze Plot <a href="#">RL.11.3</a> Analyze Characters <a href="#">RL.11.3</a> Analyze Literary Devices <a href="#">RL.11.4</a></p>	<p><i>Act I</i> Character Sketch <a href="#">W.11.2.b</a> Group Discussion <a href="#">SL.11.1</a></p> <p><i>Act II</i> Support an Opinion <a href="#">W.11.1</a> Presentation <a href="#">W.11.6</a>, <a href="#">W.11.7</a></p> <p><i>Act III</i> Literary Analysis <a href="#">W.11.2</a> Class Poll <a href="#">W.11.7</a></p>

		<i>Act IV</i> Literary Analysis <a href="#">W.11.2</a> Infographic <a href="#">SL.11.4</a> Group Discussion <a href="#">W.11.1</a>
<b>AUDIO EXCERPT AND PRODUCTION IMAGES</b> from <i>The Crucible</i>	Analyze Text and Media  Evaluate Interpretations of a Drama <a href="#">RL.11.3</a>	Essay  <a href="#">W.11.2</a>  Productions of <i>The Crucible</i> <a href="#">W.11.7</a> , <a href="#">W.11.8</a> , <a href="#">W.11.9</a>  Retelling  <a href="#">W.11.6</a>
<b>OPEN LETTER</b> “My Dungeon Shook: Letter to My Nephew” by James Baldwin  <b>POEM</b> “The Latin Deli: An Ars Poetica” by Judith Ortiz Coffer	Determine Central Ideas <a href="#">RI.11.4</a> , <a href="#">RI.11.2</a> Analyze Rhetoric <a href="#">L.11.5.a</a> , <a href="#">RI.11.4</a> Determine Themes <a href="#">RL.11.1</a> , <a href="#">RL.11.2</a> Analyze Figurative Language <a href="#">RL.11.4</a> Analyze Form <a href="#">RL.11.5</a>	An Open Letter <a href="#">W.11.2</a> Taking the Next Step <a href="#">W.11.1</a> Role Model Behavior <a href="#">SL.11.1</a> Poem <a href="#">W.11.4</a> Collage Group Discussion <a href="#">SL.11.1</a>
<b>SPEECH</b> “Speech on the Vietnam War, 1967” by Martin Luther King, Jr.	Analyze Reasoning <a href="#">RI.11.8</a> Evaluate Evidence <a href="#">RI.11.5</a>	Evaluate a Speech <a href="#">W.11.9.b</a> , <a href="#">W.11.4</a> How Did People React? <a href="#">W.11.7</a> Timeline <a href="#">W.11.6</a> , <a href="#">W.11.7</a> , <a href="#">W.11.8</a>
<b>SHORT STORY</b> Ambush by Tim O’Brien	Analyze Character  <a href="#">RL.11.3</a>  Analyze Structure  <a href="#">RL.11.5</a>	An Alternative Perspective  <a href="#">W.11.3.b</a> , <a href="#">W.11.3.d</a>  Create a Soundtrack  Seeking Help

		W.11.7
<p><b>POEM</b> The Universe as Primal Scream by Tracy K. Smith</p>	<p>Analyze Structure RL.11.5</p> <p>Analyze Literary Devices RL.11.4</p>	<p>Breaking Up W.11.2</p> <p>Postcards from the Edge W.11.10</p> <p>Dramatic Reading SL.11.6</p>
<p><b>ESSAY</b> How It Feels to Be Colored Me by Zora Neale Hurston</p>	<p>Analyze Development of Ideas RI.11.5, RI.11.2</p> <p>Analyze Perspective RI.11.6</p>	<p>Literary Criticism W.11.2 Vlog W.11.10, SL.11.6 Group Discussion SL.11.1</p>
<p><b>HISTORY WRITING</b> from <i>The Warmth of Other Suns</i> by Isabel Wilkerson</p>	<p>Analyze Development of Ideas RI.11.2</p> <p>Analyze Structure RI.11.5</p>	<p>Blog Entries W.11.4, W.11.5, W.11.6, W.11.10 Sketchnote Infographic W.11.6, W.11.7</p>