STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION
STANDARD 1.1 Understand and practice writing as a recursive process.
STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.
STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD 1.5 Produce a variety of written, spoken, multi-genre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).

STRAND 2: READING, LISTENING, AND VIEWING
STANDARD 2.1 Develop critical reading, listening, and viewing strategies.
STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).
STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

STRAND 3: LITERATURE AND CULTURE
STANDARD 3.1 Develop the skills of close and contextual literary reading.
STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.

STRAND 4: LANGUAGE
STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.
STANDARD 4.2 Understand how language variety reflects and shapes experience.

*11th graders continue to build upon 1.1 throughout the year as appropriate; continue building on 1.5.3, 1.5.4, 1.5.5
**HLG –Holt textbook, light green; HFG—Holt textbook, forest green
<table>
<thead>
<tr>
<th>HSCE</th>
<th>INSTRUCTIONAL FOCUS</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).&lt;br&gt;CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.&lt;br&gt;CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).&lt;br&gt;CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.&lt;br&gt;CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.&lt;br&gt;CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</td>
<td>Complete an employment application (2.3.3)&lt;br&gt;Keep a reading/reflection log/journal (2.3.6)</td>
<td>Highly recommended: &lt;br&gt;• Gilgamesh (HLG 58-63)&lt;br&gt;• Noah (flood myth) (HFG 56-59)&lt;br&gt;• Creation stories: Genesis (HFG 51), plus supplement with creation stories from other cultures&lt;br&gt;• Beowulf (HLG 18)</td>
<td>Classroom discussion&lt;br&gt;Journal write&lt;br&gt;ENI Formative Assessment Test</td>
</tr>
<tr>
<td>Tony: 2.3.1 the student will need to be able to analyze why a particular resource would be valuable — they’ll need to understand its purpose</td>
<td>Employment application</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HSCE</strong></td>
<td><strong>INSTRUCTIONAL FOCUS</strong></td>
<td><strong>RESOURCES</strong></td>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.  
CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.  
CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.  
CE 2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.  
CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.  
CE 3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts. | **Essay #1: Expository essay**  
Emphasize “pursuing in-depth studies” part of CE 2.3.1.  
Examine creation stories and discuss cultural/religious backgrounds – brainstorm ideas how/why the stories could be interpreted in different ways. (CE 3.1.6)  
Emphasize one or two themes shared by at least two works read in class, discuss historical and contemporary contexts. (CE 3.1.10) | Writing a descriptive essay, HLG 96  
World Literature Vocabulary List and Root Words (See Appendix)  
Dictionaries  
For 2008/2009 School Year, if resources become available: Kaplan ACT and WorkKeys student workbooks and teacher editions | Writing Expository essay according to teacher-generated rubric  
Pre- and Post-test for vocabulary or other word studies  
Classroom discussion  
Content-related assessment  
ENI Formative Assessment Test  
For 2008/2009 School Year, if resources become available: Kaplan practice tests |
<table>
<thead>
<tr>
<th>CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use dictionaries to determine word meanings, pronunciations, and word etymologies. (CE 4.1.2)</td>
</tr>
<tr>
<td>For 2008/2009 School Year, if resources become available:</td>
</tr>
<tr>
<td>Kaplan program emphasizes close reading and interpretation of instructions. Focus should be on reading/interpreting instructions for completing an assignment. (CE 2.3.1)</td>
</tr>
</tbody>
</table>
| WorkKeys lessons should focus on reading diverse texts for different purposes,
such as learning a procedure or making workplace decisions. (CE 2.3.3)

<table>
<thead>
<tr>
<th>SEGMENT 11C (ENDING 11/7/08)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSCE</strong></td>
</tr>
<tr>
<td>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</td>
</tr>
<tr>
<td>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</td>
</tr>
<tr>
<td>CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</td>
</tr>
<tr>
<td>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</td>
</tr>
<tr>
<td>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</td>
</tr>
<tr>
<td>View film version of classic story and/or read a contemporary version – what elements of original story made the final cut? (CE 3.3.2, 3.4.1)</td>
</tr>
<tr>
<td>Grade level skills (HLG 18)</td>
</tr>
<tr>
<td>Review stories read earlier in marking period, discuss where they’re from (CE 3.3.5)</td>
</tr>
<tr>
<td>If using <em>Beowulf</em>, Possibly discuss 2007 film version of <em>Beowulf</em> – talk about economic, political, social, aesthetic purposes (What was going on in the world? What might...</td>
</tr>
</tbody>
</table>
For 2008/2009 School Year, if resources become available:

Kaplan program emphasizes close reading and interpretation of instructions. Focus should be on reading/interpreting instructions for completing an assignment. (CE 2.3.1)

WorkKeys lessons should focus on reading diverse texts for different purposes, such as learning a procedure.
or making workplace decisions. (CE 2.3.3)

<table>
<thead>
<tr>
<th>SEGMENT 11D (ENDING 12/12/08)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSCE</strong></td>
</tr>
<tr>
<td><strong>CE 1.4.3</strong> Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</td>
</tr>
<tr>
<td><strong>CE 3.3.2</strong> Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</td>
</tr>
</tbody>
</table>
| | For 2008/2009 School Year, if resources become available: | Highly recommended:  
- *Canterbury Tales*  
- *Hamlet* or *Macbeth* | Content-related assessment |
<p>| | | | ENI Formative Assessment Test |
| <strong>CE 3.3.3</strong> Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political). | For 2008/2009 School Year, if resources become available: Kaplan program emphasizes close reading and interpretation of instructions. Focus should be on reading/interpreting instructions for completing an assignment. (CE 2.3.1) WorkKeys lessons should focus on reading diverse texts for different purposes, such as learning a procedure or making workplace decisions. (CE 2.3.3) | Kaplan ACT and WorkKeys student workbooks and teacher editions | For 2008/2009 School Year, if resources become available: Kaplan practice tests |</p>
<table>
<thead>
<tr>
<th><strong>HSCE</strong></th>
<th><strong>INSTRUCTIONAL FOCUS</strong></th>
<th><strong>RESOURCES</strong></th>
<th><strong>ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CE 1.3.4</strong> Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).&lt;br&gt;<strong>CE 1.3.5</strong> From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.&lt;br&gt;<strong>CE 1.3.6</strong> Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).&lt;br&gt;<strong>CE 1.3.9</strong> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia.</td>
<td><strong>Essay #2: Persuasive essay</strong>&lt;br&gt;Develop a thesis (CE 1.3.4, 1.3.5, 1.3.6 — audience, convention)&lt;br&gt;Examine how different groups (i.e. rich/poor, religious/not religious, royalty/peasant, etc.) are portrayed in literature. Compare and contrast how they’re described, how they talk, etc. (CE 3.1.7)</td>
<td><strong>HLG 1101</strong>&lt;br&gt;Elements of Language book&lt;br&gt;Highly recommended:&lt;br&gt;• <em>Canterbury Tales</em>&lt;br&gt;• <em>Hamlet or Macbeth</em>&lt;br&gt;Movie versions of Shakespeare’s plays&lt;br&gt;The dialogue in Hamlet’s gravedigger scene. (CE 4.2.3)</td>
<td>Persuasive essay according to teacher-generated rubric&lt;br&gt;Classroom discussion&lt;br&gt;Content-related assessment&lt;br&gt;ENI Formative Assessment Test&lt;br&gt;For 2008/2009 School Year, if resources become available: Kaplan ACT and WorkKeys student workbooks and teacher editions&lt;br&gt;Kaplan practice tests</td>
</tr>
<tr>
<td>Speaking, writing, and multimedia presentations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CE 3.1.7</strong> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CE 3.2.3</strong> Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CE 3.4.1</strong> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CE 3.4.2</strong> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CE 4.2.3</strong> Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptations of Shakespearean play – what elements have become part of our popular culture? Why? (CE 3.4.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look at contemporary adaptations of stories/plays, dismiss why they were produced, how distributed, etc. (CE 3.4.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For 2008/2009 School Year, if resources become available:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaplan program emphasizes close reading and interpretation of instructions. Focus should be on reading/interpreting instructions for...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LANSING SCHOOL DISTRICT  
ENGLISH LANGUAGE ARTS HIGH SCHOOL CONTENT EXPECTATIONS  
CURRICULUM GUIDE: GRADE 11- World Literature

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | completing an assignment. (CE 2.3.1)  
WorkKeys lessons should focus on reading diverse texts for different purposes, such as learning a procedure or making workplace decisions. (CE 2.3.3) |   |

**SEGMENT 11F (ENDING 2/20/09)**

<table>
<thead>
<tr>
<th>HSCE</th>
<th>INSTRUCTIONAL FOCUS</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.  
**CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human | Choose two characters (protagonist vs. antagonist): Analyze tensions, relate to tensions from other | Holt Literature textbooks HLG and HFG | Classroom discussion  
Journal entry or various writing responses |
|   |   |   | Content-related assessment |
|   |   |   | For 2008/2009 School Year, |

12
| Experience. | CE 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning. | CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning. | if resources become available: Kaplan ACT and WorkKeys student workbooks and teacher editions | For 2008/2009 School Year, if resources become available: Kaplan practice tests | ENI Formative Assessment Test |
reading/interpreting instructions for completing an assignment. (CE 2.3.1)

WorkKeys lessons should focus on reading diverse texts for different purposes, such as learning a procedure or making workplace decisions. (CE 2.3.3)

<table>
<thead>
<tr>
<th>HSCE</th>
<th>INSTRUCTIONAL FOCUS</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture. CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic</td>
<td>Present various depictions of characters/stories throughout history (i.e. Frankenstein)</td>
<td>Film and written versions of Frankenstein and/or Lord of the Flies</td>
<td>Classroom discussion Journal entry or various writing prompts Content-related assessment</td>
</tr>
</tbody>
</table>
| purposes                                                                 | Analyze media and popular texts produced within a social context and recognize their economic, political, social, and aesthetic purposes. If using *Frankenstein*, discuss political and social implications of Dr. Frankenstein’s experiments, present vs. past. (CE 3.4.2) | available: | ENI Formative Assessment Test  
Preparation for the Michigan Merit Examination (MME) must stop ten school days before the test administration window opens.  
For 2008/2009 School Year, if resources become available: Kaplan program | Kaplan ACT and WorkKeys student workbooks and teacher editions | Kaplan practice tests |
emphasizes close reading and interpretation of instructions. Focus should be on reading/interpreting instructions for completing an assignment. (CE 2.3.1)

WorkKeys lessons should focus on reading diverse texts for different purposes, such as learning a procedure or making workplace decisions. (CE 2.3.3)

<table>
<thead>
<tr>
<th>HSCE</th>
<th>INSTRUCTIONAL FOCUS</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 1.4.3</td>
<td>Essay #3: Argumentative</td>
<td>Elements of</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
| **hypothesis** that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). | **essay** (CE 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7 -- Develop a thesis)  
Prepare a persuasive speech and write a letter to the editor on the same topic. (CE 4.1.4)  
Review parts of speech. Review sentence structure. Practice writing sentences. (CE 4.1.5)  
Use previous writing for basis of editing (1.4.4, 1.4.6) | **Language book**  
Highly recommended: Elie Wiesel’s *Night*  
Art Spiegelman’s *Maus I* and *Maus II* | **discussion**  
Argumentative essay according to teacher generated rubric  
Persuasive speech and letter  
Content-related assessment  
ENI Formative Assessment Test |
| **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.  
**CE 1.4.6** Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).  
**CE 1.4.7** Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).  
**CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.  
**CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation. |
<table>
<thead>
<tr>
<th>HSCE</th>
<th>INSTRUCTIONAL FOCUS</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 3.3.6</td>
<td>Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</td>
<td>Essay #4: Final project (topic and format per teacher discretion) (CE 1.1.3, 1.1.4)</td>
<td>Classroom discussion</td>
</tr>
<tr>
<td>CE 1.4.7</td>
<td>Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</td>
<td>Analyze media and popular texts produced within a social context and recognize their economic, political, social, and aesthetic purposes (CE 3.4.1, 1.4.7)</td>
<td>Essay/Final Project according to teacher generated rubric</td>
</tr>
<tr>
<td>CE 4.1.5</td>
<td>Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</td>
<td>Use previous writing for basis of editing (CE 4.1.5)</td>
<td>Content-related assessment</td>
</tr>
<tr>
<td>CE 3.4.1</td>
<td>Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</td>
<td>Review parts of speech.</td>
<td>ENI Formative Assessment Test</td>
</tr>
</tbody>
</table>
speech. Review sentence structure. Practice writing sentences. (CE 4.1.5)
soldiers, genocide
4) Beyond the Gates (movie)
5) They Poured Fire On Us From the Sky, by Alphonsion Deng

<table>
<thead>
<tr>
<th>SEGMENT 11J (ENDING 5/22/09)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSCE</strong></td>
</tr>
<tr>
<td>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</td>
</tr>
</tbody>
</table>
| academic disciplines and workplace writing situations). | 1.4.3, 1.4.4) | 4. *Beyond the Gates* (movie)  
Suggested: Essay/Speech (about importance of awareness of audience, author’s technique, and author’s choice of genre) (CE 1.4.3, 1.4.4)  
5. *They Poured Fire On Us From the Sky*, by Alphansion Deng |
Appendix

Vocabulary List

1. Abominable  
2. Abstain  
3. Accolade  
4. Accord  
5. Accost  
6. Adroit  
7. Adulation  
8. Adversary  
9. Advocate  
10. Affect  
11. Affluent  
12. Aficionado  
13. Altruistic  
14. Ambiguous  
15. Amicable  
16. Anonymity  
17. Apathy  
18. Appall  
19. Apprehend  
20. Ascetic  
21. Astute  
22. Attrition  
23. Augment  
24. Belligerent  
25. Benign  
26. Bilingual  
27. Boisterous  
28. Boycott  
29. Capricious  
30. Catastrophe  
31. Chagrín  
32. Charisma  
33. Circumvent  
34. Cliché  
35. Cogitate  
36. Collaborate  
37. Colloquial  
38. Communal  
39. Complacent  
40. Compliant  
41. Concise  
42. Condemn  
43. Conducive  
44. Congenital  
45. Conscience  
46. Conscious  
47. Conservative  
48. Conspicuous  
49. Consternation  
50. Conundrum  
51. Copious  
52. Creed  
53. Cultivate  
54. Decimate  
55. Defer  
56. Defiant  
57. Delude  
58. Demographic  
59. Deviate  
60. Dictator  
61. Diplomacy  
62. Dismay  
63. Disparity  
64. Dogmatic  
65. Ecology  
66. Effect  
67. Emphatic  
68. Enigma  
69. Epitome  
70. Eulogy  
71. Exuberant  
72. Fidelity  
73. Flaunt  
74. Fraternal  
75. Goad  
76. Gregarious  
77. Gullible  
78. Habituate  
79. Hypocrite  
80. Imbue  
81. Impede  
82. Inadvertently  
83. Indulge  
84. Insolence  
85. Integrity  
86. Introspection  
87. Liberal  
88. Ludicrous  
89. Magnanimous  
90. Malady  
91. Meticulous  
92. Misanthrope
93. Mitigating
94. Monologue
95. Nonchalant
96. Obsolete
97. Pathetic
98. Perpetual
99. Persecute

100. Pinnacle
101. Proclaim
102. Prohibit
103. Prologue
104. Prominent
105. Pseudonym
106. Psychosomatic
107. Radical
108. Renegade
109. Retribution
110. Retroactive
111. Sinister
112. Skeptical
113. Spartan
114. Speculate
115. Subjugate
116. Successive
117. Supplant
118. Synopsis
119. Synthesis
120. Undermine

Root Words

pater = father
mater = mother
frater = brother
spect = to see
magna = large, great
micro = small
macro = large
mal = bad, evil
bene = good
nym = name, noun
pseudo = false
sub = under
retro = back
thesis = idea
per = through