

English 11 Scope & Sequence

Module	Days	Unit	MD CCR Standards	Essential/Guiding Questions
<p><b>Module 1: Emancipation</b></p> <p>Primary Common Assessments:</p> <p>Diagnostic Reading and Language Assessment</p> <p>Diagnostic Writing and Language Assessment</p> <p>Performance Based Assessment: Research Simulation Task</p> <p>College and Career-Ready Speaking and Listening Assessment: Rhetorical Analysis Presentation</p>	<p>10 - 15</p>	<p>Introduction to rhetorical analysis across a variety of media.</p>	<p>CCSS 11-12 RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS 11-12 RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS 11-12 RI: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS 11-12 RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.</p> <p>CCSS 11-12 RI4: Determine the meaning of words and phrases as</p>	<p>How does background knowledge impact understanding, establish credibility, and enable thoughtful analysis?</p> <p>How does purposeful research impact understanding, establish credibility, and enable thoughtful analysis?</p> <p>Why do we follow MLA, or any style manual?</p> <p>Why is it important to understand how others use language and syntax and how you use language and syntax?</p> <p>How does rhetoric transcend disciplines and/or media?</p> <p>How does a creator achieve purpose in her/his work?</p> <p>How does a creator's choice of media support purpose, address audience, and</p>

			<p>they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines faction in Federalist No. 10). CCSS 11-12 RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS 11-12 RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>enhance the presentation?</p> <p>How does an audience member actively evaluate the effectiveness of the creator's work?</p>
	25-30	Close analytical	<p>CCSS 11-12 RL1: Cite strong and thorough textual evidence to support analysis of what the text says</p>	<p>How does character development support author's purpose?</p>

		<p>reading of extended text.</p> <p>Primary Texts:</p> <p>Extended Text (one of the following):</p> <p><i>Their Eyes Were Watching God</i>, Zora Neale Hurston</p> <p><i>The Scarlet Letter</i>, Nathaniel Hawthorne</p> <p><i>The Adventures of Huckleberry Finn</i>, Mark Twain</p> <p><i>The Things They</i></p>	<p>explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS 11-12 RL2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS 11-12 RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS 11-12 RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS 11-12 RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS 11-12 SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues,</p>	<p>How do human relationships impact the development of character?</p> <p>How do you effectively support a claim through the synthesis of appropriate, cited textual evidence?</p> <p>How does the participation in collaborative discussion lead to a better understanding of text?</p> <p>How does rhetoric transcend disciplines and/or media?</p> <p>How does a creator achieve purpose in her/his work?</p> <p>How does a creator's choice of media support purpose, address audience, and enhance the presentation?</p> <p>How does an audience member actively evaluate the effectiveness of the creator's work?</p>
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		<i>Carried,</i> <b>Tim O'Brien</b> <i>The Crucible,</i> <b>Arthur Miller</b> <i>A Raisin in the Sun,</i> <b>Lorraine Hansberry</b>	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS 11-12 SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>CCSS 11-12 W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS 11-12 W10: Write routinely over extended time frames (time for research, reflection, and revision) and</p>	
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			<p>shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<b>Module 2: Personal Journeys</b>  Primary Common Assessments :	3-7	Introduc tion to narrative writing.	<p>CCSS 11-12 RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS 11-12 W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	What are elements of a personal narrative?

<p>Performance Based Assessment: Narrative Writing Task</p> <p>College and Career-Ready Research Assessment: Issue Analysis Research Essay</p> <p>Performance Based Assessment: Literary Analysis Task</p> <p>Final Exam: Reading and Language Assessment</p> <p>Final Exam: Writing and Language Assessment</p>	<p>20-30</p>	<p>Close analytical reading of extended text and research project.</p> <p>Primary Texts:</p> <p><i>Emancipation Proclamation</i>, Abraham Lincoln</p> <p>Extended Text (student selects one of the following to study in literature circles):</p> <p><i>See You in a Hundred Years</i>, Logan</p>	<p>CCSS 11-12 RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS 11-12 RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.</p> <p>CCSS 11-12 RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS 11-12 RI4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>). CCSS 11-12 RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS 11-12 RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>CCSS 11-12 RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century</p>	<p>How do writers and speakers synthesize modes of discourse to achieve a purpose?</p> <p>How do personal experiences impact one's approach to an issue?</p> <p>How do stylistic choices including satire impact a writer or speaker's effectiveness in delivering a message?</p> <p>How does social and historical context impact personal journey?</p> <p>Why do writers and speakers choose to deliver ideas implicitly rather than explicitly?</p> <p>How does the participation in collaborative discussion lead to a better understanding of text?</p> <p>How do we synthesize credible print and non-print materials into an organized, informative document that is accessible to a targeted audience?</p>
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		<b>Ward</b> <i>A Walk in the Woods,</i> <b>Bill Bryson</b> <i>Shop Class as Soulcraft,</i>	foundational U. S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the	How do you effectively support a claim through the synthesis of appropriate, cited textual evidence?
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		<i>Impact Man</i> , <b>Colin Beavan</b> <i>Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</i> , <b>J.D. Vance</b> <i>Bloodsworth: The True Story of the First Death Row Inmate Exonerated by DNA Evidence</i> , <b>Tim Junkin</b>	<p>task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CCSS 11-12 W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS 11-12 W10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
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		Jeannette Walls		
	5-7	Study of satire, poetry, and satirical poems.	<p>CCSS 11-12 RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>CCSS 11-12 RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>CCSS 11-12 W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>What is the author's purpose?</p> <p>How does the author use language to accomplish it?</p> <p>How can poetry be seen as personal narrative?</p> <p>How can satire be used to enhance personal narrative?</p>