

Grade 11, Curriculum Map

Textbook: *myPerspectives*

GRADE 11 | UNIT 1: **Writing Freedom**

ESSENTIAL QUESTION: ***What is the meaning of freedom?***

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

Novels are selected based on the class level and interest.

Novel Selections:

Legend of Sleepy Hollow, Washington Irving
Uncle Tom's Cabin, Harriet Beecher Stowe
The Federalist Papers, James Madison

Unit 1 Overview

In this unit, students will read about and discover how powerful words can alter people's lives and the words that shaped our nation.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about American freedoms.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Note differences in language style over time and in various contexts.
- Establish a writing "voice."
- Correctly use parallelism and verb tenses to convey meaning and enrich your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Totally Free? (1140L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1750-1800: *A New Nation*
- Anchor Text, Foundational Document: *Declaration of Independence*, Thomas Jefferson (1390L)
- Anchor Text, Foundational Document: *Preamble to the Constitution*, Governor Morris (1930L)
- Anchor Text, Foundational Document: *Bill of Rights*, James Madison (1580L)

- Anchor Text, Speech: *Speech in the Convention*, Benjamin Franklin (1500L)
- Media, Image Gallery: *The American Revolution: Visual Propaganda*

Small-Group Learning

- Expository Nonfiction: *from America's Constitution: A Biography*, Akhil Reed Amar (1360L)
- Graphic Novel: *from The United States Constitution: A Graphic Representation*, Jonathan Hennessey and Aaron McConnell
- Autobiography: *from The Interesting Narrative of the Life of Olaudah Equiano*, Olaudah Equiano (1240L)
- Letter: *Letter to John Adams*, Abigail Adams (1230)
- Biography: *from Dear Abigail: The intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters*, Diane Jacobs (1300)
- Speech: *Gettysburg Address*, Abraham Lincoln (1490)

Independent Learning

- Essay: *from Democracy is Not a Spectator Sport*, Arthur Blaustein with Helen Matatov (1480L)
- Speech: *Reflections on the Bicentennial of the United States Constitution*, Thurgood Marshall (1330L)
- Poetry: *Speech to the Young/Speech to the Progress-Toward*, Gwendolyn Brooks (NP)
- Poetry: *the Fish*, Elizabeth Bishop (NP)
- Short Story: *The Pedestrian*, Ray Bradbury (1080L)
- Political Document: *from the Iroquois Constitution*, Dekanawidah, translated by Arthur C. Parker (1510)
- Argument: *from Common Sense*, Thomas Paine (1300L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following topic:

What are the most effective tools for establishing and preserving freedom?

Part 2 – Speaking & Listening: Video Commentary

Students present a video commentary based on the final draft of their argument.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the powerful words that shaped a nation.

GRADE 11 | UNIT 2: The Individual and Society

ESSENTIAL QUESTION: *What role does individualism play in American Society?*

PERFORMANCE BASED ASSESSMENT: **Personal Narrative**

NOTES:

Novel selection is based on class level and interest.

Novel Selections

Ethan Frome, Edith Wharton

The Jungle, Upton Sinclair

On the Duty of Disobedience, Henry David Thoreau

Unit 2 Overview

In this unit, students will read and discuss fitting in and being an individual in a society.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about individualism.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a personal narrative that establishes a clear point of view and uses a variety of narrative techniques to develop a personal experience.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding diction and sentence variety.
- Correctly use concrete, abstract, and compound nouns.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- *from Up From Slavery*, Booker T. Washington (1090L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1800-1870: *An American Identity*
- Anchor Text, Essay/Poetry: *The Writing of Walt Whitman*, Walt Whitman (1900L)
- Anchor Text, Poetry Collection: *The Poetry of Emily Dickinson*, Emily Dickinson (NP)
- Media, Radio Broadcast: *from Emily Dickinson from Great Lives*, BBC Radio 4

Small-Group Learning

- Philosophical Writing: *from Nature*, Ralph Waldo Emerson (960L)
- Philosophical Writing: *from Self-Reliance*, Ralph Waldo Emerson (980L)
- Philosophical Writing: *from Walden*, Henry David Thoreau (1200L)
- Philosophical Writing: *from Civil Disobedience*, Henry David Thoreau (980L)
- Media, Public Documents: *Innovators and Their Inventions*,
- Poetry: *The Love Song of J. Alfred Prufrock*, T.S. Elliot (NP)
- Short Story: *A Wagner Matinee*, Willa Cather (1410)

Independent Learning

- News Article: *Sweet Land of Conformity?*, Claude Fischer (1310L)
- Literary Criticism: *Reckless Genius*, Galway Kinnell (1400L)
- Short Story: *Hamadi*, Naomi Shihab Nye (790L)
- Short Story: *Young Goodman Brown*, Nathaniel Hawthorne (1210L)

Performance-Based Assessment

Part 1 – Writing to Sources: Personal Narrative

Students will write personal narrative answering the following question:

What significant incident helped me realize that I am a unique individual?

Part 2 – Speaking & Listening: Storytelling Session

Students will use their personal narratives as the basis for an oral storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how we fit into a society as individuals.

ESSENTIAL QUESTION: *In what ways does the struggle for freedom change with history?*

PERFORMANCE BASED ASSESSMENT: **Informative**

NOTES:

Novel selection is based on class level and interest

The Jungle, Upton Sinclair
Invisible Man, Ralph Ellison
Mockingjay, Suzanne Collins

Unit 3 Overview

In this unit, students will read about real and fictional people who are protesting various injustices.

Unit Goals

Students will be able to:

- Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay that has a clear structure and that draws evidence from texts and original research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use appropriate and varied sentence structures to create cohesion and clarify relationships.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- The Zigzag Road to Rights (1160L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1850-1890: *Civil War and Social Change*
- Anchor Text, Speech: *from What to the Slave is the Fourth of July?*, Frederick Douglass (1220L)
- Anchor Text, Speech: *Second Inaugural Address*, Abraham Lincoln (1490)
- Media, Image Gallery: *Perspectives on Lincoln*

Small-Group Learning

- Speech: *Ain't I a Woman?*, Sojourner Truth (750L)
- Public Document: *Declaration of Sentiments*, Elizabeth Cady Stanton (1490L)
- Media, Podcast: *Giving Women the Vote*, Sandra Sleight-Brennan
- Short Story: *The Story of an Hour*, Kate Chopin (960L)
- Legal Opinion: *Brown v. Board of Education: Opinion of the Court*, Earl Warren (1370L)
- Magazine Article: *Was Brown v. Board a Failure?*, Sarah Garland (1340L)

Independent Learning

- Poetry Collection 1: *The Poetry of Langston Hughes*: Langston Hughes (NP)
- Poetry Collection 2: *Douglass*: Paul Laurence Dunbar (NP)
- Poetry Collection 2: *The Fifth Fact*: Sarah Browning (NP)
- Poetry Collection 2: *Who Burns for the Perfection of Paper*: Martin Espade (NP)
- History: *from the Warmth of Other Suns*, Isabel Wilkerson (1330L)
- Essay: *What a Factory Can Teach a Housewife*, Ida Tarbell (1210L)
- Personal Essay: *from Books as Bombs*, Louis Menand (1260L)
- Media, Podcast: *A Balance Between Nature and Nurture*, Gloria Steinem

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What motivates people to struggle for change?

Part 2 – Speaking & Listening: Podcast

After writing their essay, students use it as a foundation for a podcast.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how people have protested for change in our country.

GRADE 11 | UNIT 4: Grit and Grandeur

ESSENTIAL QUESTION: *What is the relationship between literature and place?*

PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**

NOTES:

Novels are selected by student level and interest

Novel Selections

Into the Wild, John Krakauer
The Grapes of Wrath, John Steinbeck
A Tale of Two Cities, Charles Dickens
Dubliners, James Joyce

Unit 4 Overview

In this unit, students will read many examples about places that can be described with the words grit and grandeur.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory text that develops a topic thoroughly and includes evidence from research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices, including those regarding sentence variety, figurative language, and diction.
- Correctly use dashes and hyphens.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Planning Your Trip to Gold Country (1220L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1880-1920: *Bright Horizons, Challenging Realities*
- Anchor Text, Memoir: *from Life on the Mississippi*, Mark Twain, (1060L)
- Anchor Text, Short Story: *The Notorious Jumping Frog of Calaveras County*, Mark Twain (1190L)
- Anchor Text, Short Story: *A White Heron*, Sarah Orne Jewett (1250L)

Small-Group Learning

- Literary Criticism: *A Literature of Place*, Barry Lopez (1220L)

- Media, Fine Art Gallery: *American regional Art*, Poetry Collection: *The Good Life*, Tracy K. Smith (NP)
- Autobiography: *from Dust Tracks on a Road*, Zora Neale Hurston (920L)
- Poetry Collection 1: *Chicago/Wilderness*, Carl Sandburg (NP)
- Medea, Photo Gallery: Sandburg's Chicago
- Poetry Collection 2: *In the Longhouse, Oneida, Museum*, Roberta Hill (NP)
- Poetry Collection 2: *Cloudy Day, Museum*, Jimmy Santiago Baca (NP)
- Memoir: *Introduction from The Way to Rainy Mountain*, N. Scott Momaday (1020L)

Independent Learning

- Short Story: *The Rockpile*, James Baldwin, (820L)
- Poetry: *The Latin Deli: An Ars Poetica*, Judith Ortiz Cofer (NP)
- Essay: *Untying the Knot*, Annie Dillard (1170L)
- Poetry Collection 3: *The Wood-Pile/Birches*, Robert Frost (NP)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an essay on the following topic:

What makes certain places live on in our memory?

Part 2 – Speaking & Listening: Oral Presentation

Students will use their essay as a foundation for a three- to five- minute oral presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, how places are used in the literature, how they inspire us, and what makes certain places live on in our memories.

GRADE 11 | UNIT 5: Facing our Fears

ESSENTIAL QUESTION: ***How do we respond when challenged by fear?***

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

Novels are selected on students level and interest

Novel Selections

The Red Badge of Courage, Stephen Crane

The Devil in The White City, Erik Larson

Heart of Darkness, Joseph Conrad

The Things They Carried, Tim O'Brien

Unit 5 Overview

In this unit, students will read many examples of people facing their fears.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about fear.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay that has clear structure and that draws evidence from texts and background knowledge to support a claim.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use pronouns to add variety to your writing and presentations.
- Use irony to add a level of meaning to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Is It Foolish to Fear (1000L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1920-1960: *Times of Trouble*
- Anchor Text, Drama: *The Crucible, Act I*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act II*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act III*, Arthur Miller (NP)
- Anchor Text, Drama: *The Crucible, Act IV*, Arthur Miller (NP)
- Media, Audio Performance: *The Crucible*, L.A. Theater Works

Small-Group Learning

- Autobiography: *from Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (1040L)

- Media, Video: *Interview With George Takei*, Archive of American Television
- Short Story: *Antojos*, Julia Alvarez (980L)

Independent Learning

- Magazine Article: *What You Don't Know Can Kill You*, Jason Daley (1390L)
- Poetry: *Runagate Runagate*, Robert Hayden (NP)
- Poetry Collection: *1-800-FEAR*, Jody Gladding (NP)
- Poetry Collection: *Bears at Raspberry Time*, Hayden Carruth (NP)
- Poetry Collection: *For Black Women Who Are Afraid*, TOI Derricotte (NP)
- Essay: *What Are You So Afraid Of?*, Akiko Busch (1280L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Is fear always a harmful emotion?

Part 2 – Speaking & Listening: Speech

Students use their essay to prepare speech and present their argument.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and fear - how we face our fears and if the emotion is always harmful.

GRADE 11 | UNIT 6: **Ordinary Lives,
Extraordinary Tales**
ESSENTIAL QUESTION: ***What do stories
reveal about the human condition?***

PERFORMANCE BASED ASSESSMENT: **Narrative**

NOTES:

Novels are selected based on student level and interest

Novel Selections

The Help, Kathryn Stockett
The Glass Castle, Jeanette Walls
Of Mice and Men, John Steinbeck

Unit 6 Overview

In this unit, students will read many stories about people and the human condition.

Unit Goals

Students will be able to:

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices regarding figurative language and dialect.
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- *Old Man at the Bridge*, Ernest Hemingway (700L)

Whole-Class Learning

- Historical Perspectives: Focus Period 1950-Present, *A Fast-Changing Society*
- Anchor Text, Short Story: *Everyday Use*, Alice Walker (980L)
- Anchor Text, Short Story: *Everything Stuck to Him*, Raymond Carver (460L)
- Anchor Text, Short Story: *The Leap*, Louise Erdrich

Small-Group Learning

- Literary History: *A Brief History of the Short Story*, D.F. McCourt (1270L)
- Short Story: *An Occurrence at Owl Creek Bridge*, Ambrose Bierce (1000L)
- Short Story: *The Jilting of Granny Weatherall*, Katherine Anne Porter (780)

Independent Learning

- Short Story: *The Tell-Tale Heart*, Edgar Allan Poe (860L)
- Short Story: *The Man to Send Rain Clouds*, Leslie Marmon Silko (910L)
- Short Story: *Ambush*, Tim O'Brien (950L)
- Short Story: *Housepainting*, Lan Samantha Chang (650L)

Performance-Based Assessment

Part 1 – Writing to Sources: Narrative

Students will write short story in third-person point of view on the following prompt:

How does a fictional character or characters respond to life-changing news?

Part 2 – Speaking & Listening: Storytelling

Students will use their narrative to conduct a storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what stories can reveal to us about people.