

Moon Area School District Curriculum Map

Course: English 11 College Prep (CP)

Grade Level: 11

Content Area: English

Frequency: Full-Year Course

Big Ideas

1. Literature reflects the cultural, historical, and social development of society.
2. Command of written and spoken language leads to more effective communication skills and post-secondary education success.
3. Exploration of literary movements in context.

Essential Questions

4. What does it mean to be American?
5. What shapes our identity?
6. How does our perception of ‘legacy’ change the way we view life?
7. How can literature teach us about life?
8. How does literature reflect the development of an emerging culture?
9. What sets us free?
10. How does productive oral communication rely on speaking and listening?

Primary Resource(s) & Technology:

McDougall Littell Literature: American Literature, IXL online software, Microsoft Teams, Promethean Boards, Student Laptops/iPads,

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 3 4, 5, 6,7, 8, 9, 10	CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H CC.1.4.11-12B, C, DEFJIM	Native American Literature/Early American Writing <ul style="list-style-type: none">• Critically read traditional and contemporary Native American Literature• Analyze texts with intent to view and connect relationships between historical and contemporary American society• Develop complex understanding of terms and techniques: creation myth, oral	August - September 5-6 weeks

		<p>tradition, trickster tales, archetypes, narrative tradition, characteristics of NA literature</p> <ul style="list-style-type: none"> • View and analyze documentary film through writing and discussion • Engage in oral storytelling (speaking component) • Analyze myth • Make connections between genres: fiction/nonfiction/narrative 	
<p>1, 2, 3 4, 5, 6,7, 8, 9, 10</p>	<p>C CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H</p>	<p>Puritanism and The Salem Witch Trials/<i>The Crucible</i></p> <ul style="list-style-type: none"> • Identify similar cultural events across time periods in American culture • Read complex text for comprehension and connections to historic and social development • Develop complex understanding of drama terms and techniques • Develop contextual comprehension of Puritan morality in literature • Define and identify ethos, pathos and logos and impact on literary text • Demonstrate through written analysis understanding and application of content and terms. • Analyze bias and propaganda in text <p>“Sinners in the Hands of an Angry God” by Jonathan Edwards and other appropriate sermons. <i>The Crucible</i> by Arthur Miller Nonfiction texts as appropriate background material Relevant film and documentary sources</p>	<p>4-6 weeks</p>
<p>1, 2, 3 4, 5, 6,7, 8, 9, 10</p>	<p>CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H CC.1.4.11-12B, C, DEFJIM</p>	<p>American Romantics</p> <ul style="list-style-type: none"> • Early Romantics • Fireside Poets • Transcendentalists • American Gothics <ul style="list-style-type: none"> • Read complex text for comprehension and connections to historic and social development • Demonstrate through written analysis understanding and application of content and terms. 	<p>7-9 weeks</p>

		<ul style="list-style-type: none"> • Develop complex understanding of short fiction, non-fiction essay and poetry terms and techniques • Expand and apply understanding meaning of satire and thematic content • Introduction to philosophical approach to reading and writing through understanding of Transcendentalism • Introduction of Feminist writing through Margaret Fuller • Make inferences and draw conclusions. • Identify tone and determine its impact on theme development and historical connection. • Establish strategies for comprehension based on text organization, content and structure. • Identify and evaluate essential content between and among various text types <p>“The Devil and Tom Walker” by Washington Irving “Thanatopsis” by William Cullen Bryant “A Psalm of Life” by Longfellow “The Tide Rises, The Tide Falls” by Longfellow Appropriate Fireside Poetry in textbook Emerson’s “Nature” and “Self-Reliance” Thoreau’s <i>Walden</i> and “Civil Disobedience” Fuller’s “Woman in the Nineteenth Century” Poe’s “The Fall of the House of Usher” and “The Red Death” and/or additional Poe poetry and text Hawthorne’s “The Minister’s Black Veil”</p> <p>Nonfiction texts as appropriate background material Relevant film and documentary sources</p>	
1, 2, 3 4, 5, 6,7, 8, 9, 10	CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H	<p style="text-align: center;">From Romanticism to Realism</p> <ul style="list-style-type: none"> • Continue study of poetry elements, terms and techniques including cataloguing, repetition, parallelism, slant rhyme, stanzas including couplets and quatrains, figurative language. 	3-4 weeks

	<p>CC.1.4.11-12B, C, DEFJIM</p>	<ul style="list-style-type: none"> • Analysis of thematic content and communication through poetry • Analyze texts with intent to view and connect relationships between historical and contemporary American society • Examine the connection between a developing nation and its developing literature. • Determine literary purpose of point of view and its impact on other literary elements. • Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas and opinions. <p>Poetry by Whitman and Dickinson in textbook and from outside sources as appropriate to unit. “Narrative of the Life of Frederick Douglass” and “Incidents in the Life of a Slave Girl” by Jacobs and excerpts from additional slave narratives Relevant film and documentary sources</p>	
<p>1, 2, 3 4, 5, 6,7, 8, 9, 10</p>	<p>CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H CC.1.4.11-12B, C, DEFJIM</p>	<p style="text-align: center;">Regionalism</p> <ul style="list-style-type: none"> • Analyze impact time and place has on literature. • Identify and respond to writers’ use of place-inspired language, customs and history. • Comprehension and application of literary techniques: voice, satire, epigrams, paraphrase for comprehension, dialect, word acquisition, tall tales, personification, local color • Thematic analysis and its connection to place. • Connection between development of regional literature and development and expansion of country • Study of iconic writer Mark Twain. <p>Twain narratives “Life on the Mississippi,” “The Jumping Frog of Calaveras County” “The Autobiography of Mark Twain” Bret Harte’s “The Outcasts of Poker Flats” or other sources from the Textbook.</p>	<p>6-8 weeks</p>

		Novel – Harper Lee <i>To Kill a Mockingbird</i> Relevant film and documentary sources	
1, 2, 3 4, 5, 6,7, 8, 9, 10	CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H CC.1.4.11-12B, C, DEFJIM	<p style="text-align: center;">Naturalism</p> <ul style="list-style-type: none"> • Examine philosophical tenets of naturalism and apply to life and literature • Identify cultural and historical factors responsible for development of naturalism literature • Study use of extended personification as a force of nature or natural destructive elements, identify connection between personification and imagery • Introduce students to philosophical discussions and written work, and creation of personal codes • Differentiating between literary techniques used in memoir and fiction <p>Bret Harte “The Outcasts of Poker Flats”, Jac London “The Law of Life” Willa Cather “A Wagner Matinee” Garrison Keeler “Lake Woebegone Days” Stephen Crane “The Open Boat”</p>	2-4 weeks
1, 2, 3 4, 5, 6,7, 8, 9, 10	CC.1.2.11-12B, C,D, G, H, I, J, K, L CC.1.3.11-12 A, B, D, E, H CC.1.4.11-12B, C, DEFJIM	<p style="text-align: center;">Feminism</p> <ul style="list-style-type: none"> • Introduce concept of “lenses” in literature • Analyze literature in terms of social constructs • Compare literary and historic periods as a contextual basis for study of feminism • Apply literary techniques such as irony, setting, voice, perspective, character development, tone and conflict and resolution. • Identify and recognize dramatization of social themes in literature • Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas and opinions. 	2-3 weeks

		<p>Charlotte Perkins “The Yellow Wallpaper” Kate Chopin “The Story of an Hour” Edith Wharton “April Showers”</p> <p>Novel – Kate Chopin <i>The Awakening</i></p> <p>Relevant film and documentary sources</p>	
<p>1, 2, 3</p> <p>4, 5,</p> <p>6,7, 8,</p> <p>9, 10</p>	<p>CC.1.2.11-12B, C,D, G, H, I, J, K, L</p> <p>CC.1.3.11-12 A, B, D, E, H</p> <p>CC.1.4.11-12B, C, DEFJIM</p>	<p style="text-align: center;">Harlem Renaissance</p> <ul style="list-style-type: none"> • Consider role emerging journalism has on literature • Assess connections between The Great Migration and development of African American arts – literature, art, music, dance. • Identify and apply literary terms related to poetry by developing facility with form and meaning: rhythm, rhyme, repetition, narrative, sonnet, perspective, voice, imagery, • Follow development of poetry to tell a social/cultural story • Distinguish between figurative and literal meanings in poetry • Draw connections between classic and contemporary sonnet form • Analyze and evaluate similar thematic content across poetry, essay and narrative <p>Selected poetry of Langston Hughes, James Weldon Johnson, Claude McKay, Countee Cullen, Jean Toomer, Arna Bontemps in Textbook or appropriate outside sources</p> <p>“How if Feels to Be Colored Me” – essay by Zora Neale Hurston</p> <p>“Thoughts on the African-American Novel” – essay by Toni Morrison</p> <p>Relevant film and documentary sources</p>	<p>4-6 weeks</p>
<p>1, 2, 3</p> <p>4, 5,</p> <p>6,7, 8,</p> <p>9, 10</p>	<p>CC.1.2.11-12B, C,D, G, H, I, J, K, L</p> <p>CC.1.3.11-12 A, B, D, E, H</p> <p>CC.1.4.11-12B, C, DEFJIM</p>	<p style="text-align: center;">Modernism</p> <ul style="list-style-type: none"> • Consider role emerging journalism has on literature • Identify the forces impacting the development of the short story genre • Consider implementation and purpose of literary techniques: interferences, sequence, voice, subjectivity, stream of consciousness 	<p>4-6 weeks</p>

		<p>writing, style and diction, irony, mood, theme, characterization and tone</p> <ul style="list-style-type: none"> • Develop comprehension of social mood and creation of the narrative • Identify societal values and norms and their relationship to historical and literary forces • Participate in discussion regarding development and impact of thematic content • Analyze and evaluate similar thematic content across poetry, essay and narrative • Follow development of poetry to tell a social/cultural story • Author study of iconic American writers. <p>Poetry of Edward Arlington Robinson and Edgar Lee Masters in textbook; poetry of Carl Sandburg, Robert Frost, Ezra Pound, H.D., William Carlos Williams, and other modernist writers,</p> <p>Short stories “Winter Dreams” by Fitzgerald, and others in the textbook Novel – <i>The Great Gatsby</i> by Fitzgerald</p> <p>Relevant film and documentary sources</p>	
	<p>CC.1.3.11-12.J CC.1.4.11-12.A, B, C, E, F, I,, M,N, P, Q, R,</p> <p>Career standards 13.1.11.A, B, C, D,E,F 13.2.11.A, B, C,D,</p>	<p style="text-align: center;">Junior Career Project</p> <ul style="list-style-type: none"> • Engage in self-analysis activities resulting in written version of resume and cover letter • Engage in research to complete a career webquest • Participate in mock career interview • Complete career shadow activity • Engage in reflection and analysis to write a career shadow reflection essay. 	