

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** English 11

**Subject Area:** English

**Grade Level:** 11

**Course Description:** The course is designed to provide students with a firm foundation in American Literature. Students will be provided with a survey course, which begins with Native American literature and moves consecutively throughout American history, tracing themes, historical achievements, and great art created by Americans through the Roaring Twenties. Students will build on their foundation of reading, writing, understanding grammar and developing vocabulary in order to analyze, evaluate, and appreciate the short stories, literary nonfiction, poetry, informational texts, and historical documents that provide a common cultural core for students of American literature. Additionally, students will read a minimum of one novel per marking period subject to the approval of their English teacher. The course reflects the English Language Arts Common Core State Standards.

**Time/Credit for this Course:** One Full Academic Year / 1.0 Credit

**Curriculum Writing Committee:** Jodi Guro, Ed Goodenough, Daniel Sleiman, Deborah Hockman, Lacy Browne, Casey Smith, Lynzie Schaffer

## Wilson Area School District Curriculum Map

### **August and September:**

- Summer reading review for students taking Honors English
- \*Students in Honors English 11 will begin with the Research Unit instead of Unit 1, therefore all units for Honors will be pushed back accordingly.
- Unit 1: Early American Writing (1600-1800): The Native American Experience, Exploration and the Early Settlers, The Puritan Tradition, Writers of the Revolution

### **October:**

- Complete Unit 1: Early American Writing (1600-1800)
- Begin *The Crucible* unit

### **November:**

- Complete *The Crucible* unit
- Unit 2: American Romanticism (1800-1855): The Early Romantics, The Fireside Poets, The Transcendentalists, American Gothic

### **December:**

- Complete Unit 2: American Romanticism

### **January:**

- Unit 3: Romanticism to Realism (1855-1870): Whitman and Dickinson, Literature of the Civil War
- Midterm Review
- Midterm Exams

### **February:**

- Complete Unit 3: Romanticism to Realism
- Unit 4: Regionalism and Naturalism (1870-1910): Regionalism and Local Color Writing, Naturalism, Feminist Literature

### **March:**

- Complete Unit 4: Regionalism and Naturalism
- Research skills
- Using research in writing
- Drafting and editing a short research paper

### **April:**

- Complete Research Unit
- Introduce *The Great Gatsby*

### **May:**

- *The Great Gatsby*, F. Scott Fitzgerald
- Unit 5: The Harlem Renaissance and Modernism
- Final exam review

### **June:**

- Final Exams

## Wilson Area School District Planned Course Materials

**Title of Planned Course:** English 11

**Textbooks:**

*Literature: American Literature*  
Houghton Mifflin Harcourt, 2012

**Supplemental Books:**

*Elements of Language*  
Holt, Rinehart, and Winston, 2003  
*The Great Gatsby* by F. Scott Fitzgerald  
*Fahrenheit 451* by Ray Bradbury  
*The Kite Runner* by Khaled Hosseini  
*The Scarlet Letter* by Nathaniel Hawthorne

**Teacher Resources:**

- Houghton Mifflin Harcourt CD ROMS for test construction
- Online editions for students and teachers

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Review of Summer Reading (For Honors only)  
Summer reading assignments are subject to change.

**Time Frame:** 2 Weeks

**Common Core Standards:** 1.3.11-12.A, B, C, E, F, G, I, J, K; 1.5.11-12.A, C

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Review the plot of the novel by correctly incorporating literary terms for plot analysis.
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence.
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history.
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice.
- Analyze the author's style.

**Core Activities:** Students will complete/participate in the following:

- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Discuss plot, character, diction, theme, symbol, point of view, current and historical connections in small groups and/or in large group instruction.
- Students will write a Universal Theme essay encompassing all three novels.

**Extension:**

- Additional research on historical aspects of the novels
- Additional research on the artistic aspects of the novels

**Remediation:**

- Additional assistance from teacher
- View the film adaptation of the novel if one has been created

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent and group practice
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- The summer reading novels
- A film adaptation, if it has been created

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Unit 1: Early American Writing (1600-1800): The Native American Experience, Exploration and the Early Settlers, The Puritan Tradition, Writers of the Revolution (Including *The Crucible*)

**Time Frame:** 8-10 weeks

**Common Core Standards:** 1.2.11-12.A-I, K-L; 1.3.11-12.A-C, E-I, K; 1.5.11-12.A-D, F

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read *Early American Writing: Historical Context* and demonstrate knowledge of pre-colonial through eighteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes and rhetorical features.
- Read the three text analysis workshops: *Historical Narratives, American Drama, and Persuasive Rhetoric*, which serve as models for analyzing the works in the unit.
- Read *The Legacy of the Era* and discuss the legacy of the Puritan attitudes and values.
- Read *The World on the Turtle's Back*, an Iroquois Creation Myth, and cite textual evidence to support analysis, make inferences drawn from the text, determine themes and analyze their development, as well as provide an objective summary of the text.
- Read *La Relacion*, a report by Alvar Nunez Cabeza de Vaca and cite evidence to support analysis, draw inferences from the text, determine point of view and purpose of the text, analyze foundational U.S. documents of historical and literary significance, and acquire and use accurately general and domain-specific words.
- Read *To My Dear and Loving Husband* and *Upon the Burning of Our House, July 10<sup>th</sup>, 1666* by Anne Bradstreet and *Huswifery* by Edward Taylor. Students will determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning and tone, demonstrate knowledge of how two or more works from the same time period treat similar themes or topics, clarify the meaning of unknown words and phrases, and interpret figures of speech in context and analyze their role in the text.
- Read *Sinners in the Hands of an Angry God* by Jonathan Edwards and analyze a complex set of ideas and explain how specific ideas interact and develop over the course of a text, determine the meaning of words as they are used in a text, determine an author's point of view and purpose, apply knowledge of language to how language functions in different context, use context as a clue to the meaning of a word, and demonstrate understanding of nuances in word meanings.
- Read *The Crucible* by Arthur Miller and cite textual evidence to support an analysis, determine two or more themes, analyze how the author's choices contribute to structure and meaning, use context as a clue to the meaning of a word, analyze nuances in the meaning of words with similar denotations.
- Read *The Crucible and McCarthyism, The Demons of Salem, With Us Still, and Timebends and* cite textual evidence to support analysis as well as determine an author's point of view and purpose in a text.
- Read *The Autobiography of Ben Franklin* and cite textual evidence to support inferences drawn from the text, determine the meaning of words and phrases as they are used in the text, analyze and evaluate the effectiveness of the structure an author uses, and determine point of view and purpose.

- Read *The Interesting Narrative of the Life of Olaudah Equiano* cite textual evidence to support analysis of what the text says explicitly, 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.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop vocabulary through the study of vocabulary in context; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Write an analytical essay on theme in a Unit story of each student's choice. Students will produce clear and coherent writing and develop and strengthen their writing by planning, revising, and editing. Students will demonstrate command of English grammar and usage and spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:**

- Read other works in the unit Early American Writing such as "Speech in the Virginia Convention," and "Declaration of Independence"
- Encourage students to use vocabulary words from the unit in their writing
- View the film version of *The Crucible* to clarify understanding and discuss rhetorical choices made in both the film and screenplay.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing

- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools



## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Unit 2: American Romanticism: 1800-1855

**Time Frame:** 4-5 Weeks

**Common Core Standards:** 1.2.11-12.A-L; 1.3.11-12.A-K; 1.4.11-12.D, F, L. R; 1.5.11-12.A-E, G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read *Romanticism: Historical Context* and demonstrate knowledge of nineteenth-century foundational works of American literature as well as analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.
- Read the text analysis workshop, *The Art of the Essay*, which serves as a model for analyzing nonfiction essays.
- Read *The Devil and Tom Walker* by Washington Irving and cite textual evidence to support analysis of inferences drawn from the text. Students will identify and analyze development of theme, analyze the impact of specific word choices on meaning and tone, distinguish what is directly stated from what is really meant, determine the meanings of words and phrases as they are used in the text, and use context clues to determine meaning.
- Read *A Psalm of Life* and *The Tide Rises, the Tide Falls*, poetry by Henry Wadsworth Longfellow and analyze the impact of specific word choices on meaning and tone; students will analyze how an author's choices concerning how to structure specific parts of a text contribute to overall structure and meaning, as well as aesthetic impact.
- Read an excerpt from *Self-Reliance* and an excerpt from *Nature*, essays by Ralph Waldo Emerson. Students will determine two or more central ideas of a text and analyze their development; analyze documents of literary significance for their themes, purposes, and rhetorical features; apply knowledge of language to make effective choices for meaning and style; interpret figures of speech in context and analyze their role in the text; and acquire and use accurately general academic words and phrases.
- Read an excerpt from *Civil Disobedience* by Henry David Thoreau. Students will determine the connotative meaning of words, determine the point of view and purpose of the text, analyze a document of literary significance, and acquire and use academic words and phrases.
- Read *The Masque of the Red Death* by Edgar Allan Poe. Students will cite evidence to support analysis of inferences drawn from the text, determine the meanings of words and phrases including their figurative and connotative meaning, use context as a clue to the meaning of words or phrases, and acquire and use academic words and phrases.
- Read *Dr. Heidegger's Experiment* by Nathaniel Hawthorne. Students will cite evidence to support analysis of what the text says as well as inferences drawn from the text; students will acquire and use academic words and phrases.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers and answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.

- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop vocabulary through the study of vocabulary in context; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Write an analytical essay on genre in a Unit story of each student's choice. Students will produce clear and coherent writing and develop and strengthen their writing by planning, revising, and editing. Students will demonstrate command of English grammar and usage and spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:**

- Read other related works such as *On Civil Disobedience*, or *The Black Cat*
- Additional selection questions and ideas for research projects as well as other projects available in the Resource Manager
- Encourage students to use vocabulary words from the unit in their writing

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook

- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Unit 3: From Romanticism to Realism: 1855-1870

**Time Frame:** 3-5 Weeks

**Common Core Standards:** 1.2.11-12.A-F, H-L; 1.3.11-12.A-C, E-K; 1.4.11-12.D, F, L, R; 1.5.11-12.A-B, D-G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read *From Romanticism to Realism 1855-1870: An Age of Transition* and demonstrate knowledge of nineteenth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics; students will analyze nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical devices.
- Read both text analysis workshops: *Form and Content in Poetry and Realism*, which serve as models for analyzing the literature in the unit.
- Read poetry by Walt Whitman: *I Hear America Singing*, an excerpt from *Song of Myself*, *A Sight in Camp in the Daybreak Gray and Dim*, *A Noiseless Patient Spider*, and *Beat! Beat! Drums!* Students will cite textual evidence to support analysis, determine themes, summarize the texts, analyze the impact of diction, analyze the impact of structure, demonstrate knowledge of how two or more texts from the same period treat similar themes or topics, and demonstrate the meaning of figurative language.
- Read poetry by Emily Dickinson: *Because I could not stop for Death*, *Success is counted sweetest*, *Much Madness is divinest Sense*, *I heard a fly buzz—when I died*, *My life had stood—a loaded Gun*. Students will cite textual evidence to support analysis, determine theme, analyze the literal and figurative meanings of words and their impact on tone, analyze how the structure of the poem affects meaning and aesthetic impact, and interpret figures of speech in context and analyze their role in the text.
- Read an excerpt from *Narrative of the Life of Frederick Douglass, an American Slave*. Students will determine the central ideas of the text, the meaning of words and phrases including figurative and connotative meaning; students will determine the point of view and purpose of the text and analyze it as a foundational U.S. document of literary significance.
- Read *An Occurrence at Owl Creek Bridge* by Ambrose Bierce and provide an objective summary of the text. Students will analyze the impact of the author's choices on the story, analyze the impact of specific word choices on meaning and tone, and acquire and use accurately general academic words.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.

- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Write an analytic essay on Realism using a unit author of each student's choice. Students will produce clear and coherent writing and develop and strengthen their writing by planning, revising, and editing. Students will demonstrate command of English grammar and usage and spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:**

- Read *My life closed twice before its close, The Soul selects her own Society* by Dickinson
- Read and analyze "Fourth of July to the Negro," a speech by Frederick Douglass
- Read other works in the unit Romanticism to Realism unit
- Encourage students to use vocabulary words from the unit in their writing

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager

- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Unit 4: Regionalism and Naturalism: 1870-1910

**Time Frame:** 3-4 Weeks

**Common Core Standards:** 1.2.11-12.A-B, D-E, G, I-L; 1.3.11-12.A-K; 1.4.11-12.B-E, G-J, O-P, S-X; 1.5.11-12.A-B, D-G, L, R

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read *Regionalism and Naturalism: 1870-1910, Capturing the American Landscape* and demonstrate knowledge of nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. Students will analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.
- Complete both text analysis workshops: *Setting in Regional Literature* and *Social Themes in Fiction*, which will serve as models for analyzing the literature in the unit.
- Read an excerpt from *The Autobiography of Mark Twain* and analyze the impact of specific word choices on meaning and tone. Students will analyze how structure affects meaning as well as the aesthetic value, cite evidence to support inferences, determine an author's point of view and purpose, interpret figures of speech in context and analyze their role in the text as well as analyze nuances in the meaning of words with similar denotations.
- Read *The Law of Life* by Jack London and analyze the development of themes. Students will analyze the impact of specific word choices on meaning and tone, demonstrate knowledge of early-twentieth-century works of American literature, analyze nuances in the meaning of words with similar denotations, and acquire and use accurately general academic words and phrases.
- Read *The Story of an Hour* by Kate Chopin and cite evidence to support inferences drawn from the text and analyze the development of theme.
- Read *The Yellow Wallpaper* by Charlotte Perkins Gilman and cite 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. Analyze the impact of the author's choices regarding how to develop and relate elements of a story.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

- Write an analytical essay that focuses on social context within either *The Story of an Hour* or *The Yellow Wallpaper*. Students will produce clear and coherent writing and develop and strengthen their writing by planning, revising, and editing. Students will demonstrate command of English grammar and usage and spell correctly and apply knowledge of language to make effective choices for meaning.

**Extension:**

- Students may read other works in the unit Realism and Naturalism, such as *The Notorious Jumping Frog of Calaveras County* by Mark Twain
- Encourage students to use vocabulary words from the unit in their writing

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom



**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** Unit 5: The Harlem Renaissance and Modernism: 1910-1940

**Time Frame:** 3 Weeks

**Common Core Standards:** 1.2.11-12.A-G, I-L; 1.3.11-12.A-F, H-K; 1.4.11-12.D, F, L, R; 1.5.11-12.A, D, F, G

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Read *The Harlem Renaissance and Modernism: 1910-1940, A Changing Awareness*. Students will demonstrate knowledge of early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. Students will analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.
- Read the text analysis workshop, *Modernism*, which serves as a model for analyzing the literature in the unit.
- Read the following poems by Langston Hughes: *Harlem*; *The Negro Speaks of Rivers*; *I, Too*; *The Weary Blues*. Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Read *How It Feels to Be Colored Me* by Zora Neale Hurston. Students will cite textual evidence to support analysis of inferences, analyze the development of theme, analyze the effectiveness of structure, read and comprehend literary nonfiction, and acquire and use accurately general academic and domain-specific words and phrases.
- Read the following poems by Robert Frost: *Acquainted with the Night*; *Nothing Gold Can Stay*; "Out, Out—." Students will cite evidence to support analysis of inferences, analyze the impact of specific word choices on meaning and tone, and analyze the text to distinguish what is really meant from what is directly stated.
- Read *The Love Song of J. Alfred Prufrock* by T.S. Eliot and analyze the development of theme. Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Read *A Rose for Emily* by William Faulkner and analyze the impact of the author's choices regarding how to develop and relate elements of the story. Students will analyze the impact of specific word choices on meaning and tone.
- Read *A New Kind of War* by Ernest Hemingway and cite textual evidence to support analysis of inference. Students will determine an author's point of view and purpose, read and comprehend literary nonfiction, and analyze nuances in the meaning of words with similar denotations.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.

- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; complete exercises; and apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Students may read other works in the unit The Harlem Renaissance
- Additional selection questions and ideas for research projects as well as other projects in the Resource Manager
- Encourage students to use vocabulary words from the unit in their writing

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 11
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** *The Great Gatsby* by F. Scott Fitzgerald

**Time Frame:** 4-6 Weeks

**Common Core Standards:** 1.3.11-12.A, B, C, D, E, F, G, I, J; 1.5.11-12.A

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Students will read *The Great Gatsby* by F. Scott Fitzgerald. Students will analyze the development of plot, character, theme, symbolism, point of view, and author's purpose as well as understand the artistic and historic value of the novel.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Extend academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.

**Extension:**

- Read other works by F. Scott Fitzgerald in order to analyze the similarities and differences in his treatment of character, theme, symbolism, point of view, and purpose.
- Read works by the author's contemporaries in order to ascertain the similarities and differences.

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws

- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials & Resources:**

- *The Great Gatsby* novel and/or etext
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 11

**Unit:** The Research Paper

**Time Frame:** 4 Weeks

**Common Core Standards:** 1.2.11-12.A, B, C, D, E, F, G; 1.4.11-12.A, B, C, D, E, F, P, S, T, U, V

**Essential Content/Objectives:** By the end of the unit students will be able to:

- Write a research paper that may focus on how history has affected literature or another topic that is deemed appropriate for the class.

**Core Activities:** Students will complete/participate in the following:

- Follow the writing process of pre-writing, drafting, revising, and editing a composition
- Use the library including databases to research their topics
- Peer edit student drafts, group edit, and/or seek the teacher's assistance with particular editing questions
- Produce a final draft that follows MLA format

**Extension:**

- Students or teachers may vary the complexity or length of this assignment.

**Remediation:**

- Additional help before or after school from teacher
- Additional help in the tutoring lab or request an NHS tutor

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Unit Seven: *The Power of Research*
- Purdue OWL
- GALE databases

**Assessments:**

- Pre-writing notes
- Graphic organizers
- Research notes
- Rough draft
- Revisions
- Teacher or textbook generated exercises and assessments to support sentence, paragraph, or composition writing
- Final draft