

# YEAR AT A GLANCE - Regents English 11

(updated Dec 2022)

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Using performance tasks as a guide, we may see how juniors move from proficient to mastery across writing, speaking, and reading assessments. We may also see evidence of college and career readiness. Please note that core texts may not be taught in the order they appear here.

<p>Unit 1 Allegory and politics in literature  Quarter 1</p>	<p><b>Enduring Understanding</b>  English 11 Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i></p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text</u> <i>The Crucible</i></p>	<p>Although the classic ‘witch hunt’ does occur today, we often see its design within the parameters of more contemporary fears.</p> <p>Using historical allegory we may develop a stronger understanding of our modern age.</p> <p>The irony of the ‘witch hunt’ is while driving out a hidden</p>	<p>How may we demonstrate themes through analysis of conflict and characterization?</p> <p>Can literature serve as a vehicle for social change?</p> <p>How may we use allegorical literature and history to guide our future?</p> <p>What does power have to do with</p>	<p><u>Executive Function Skills:</u> Managing more demanding course loads, tracking assignments and progress. Managing multiple technological platforms for school.</p> <p><u>Written Assessments:</u> Study questions Character/conflict tracking journals Web quests/collaborative digital tasks on Salem/text history and meaning</p> <p>Written Quiz Vocabulary study and application</p>	<p><i>The Crucible</i> Arthur Miller</p> <p>Historical resources on Salem Witch trials and McCarthyism from <i>The Smithsonian</i>, <i>History.com</i>, <i>National Geographic</i>, <i>The Atlantic</i>, <i>Washington Post</i> “Why I Wrote the Crucible” by Arthur Miller <i>The US Constitution and Bill of Rights</i></p> <p><u>Video &amp; Film</u> <i>TED ED</i> “What is McCarthyism and How Did it Happen” by Ellen Shrecker</p>

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	<p>evil one welcome's barbaric brutality and cruelty.</p>	<p>fairness and justice?</p>	<p>Textual analysis essay practice</p> <p><u>Speaking Assessments:</u> Students read and perform play(s) in class. Literature Circles/Socratic Discussion</p> <p><u>Summative Assessments:</u> <b>Proficiency demonstrated in</b> Character analysis essay/thematic analysis essay Comprehensive assessment on text Independent book literature circles/projects</p>	<p><i>The Crucible</i> 1996 film Activities on Understanding Allegory</p> <p>Graphic organizers, writing outlines, Google slides resources on writing elements, selections of short films to reinforce analysis of quotes, characters, and language</p> <p><b>Regents</b> Multiple Choice Practice and Text analysis practice</p> <p>Vocabulary Workbooks/Academic Vocabulary Lists</p>
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<p>Unit 2 Analyzing the novel through an American cultural lens Quarter(s) 1/2</p>	<p><b>Enduring Understanding</b>  English 11 Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i></p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text</u> <i>The Catcher in the Rye</i> OR <i>The Poet X</i></p>	<p>The loss of innocence while transitioning from childhood to adulthood can be an exceptionally challenging time in one’s life</p> <p>Alienation and loneliness are the result of the troubles in our modern world.</p> <p>Part of growing up is accepting the imperfection and hypocrisy of adults.</p> <p>Experiencing loss shapes and/or</p>	<p>What does it mean to "grow up"?</p> <p>How does loss impact one’s choices or point of view?</p> <p>How does the painfulness of growing up lead to a desire to preserve innocence?</p> <p>How can a writer employ devices such as setting and characterization to develop a central idea?</p> <p>What overarching American ideas may</p>	<p><u>Executive Function Skills:</u> Independent novel reading and long term assignment management. Annotating text; managing multiple assignments with timeliness</p> <p><u>Speaking/Listening Assessments</u> Post-Reading Socratic Discussion</p> <p><u>Written Assessments:</u> Reading quiz Literary Journal Selective Quote analysis Study questions Narrative writing/creative language study Using textual evidence to support theme Activities regarding application of literary terms and strategies to illustrate analysis</p>	<p><i>The Catcher in the Rye</i> by JD Salinger <i>The Poet X</i> Elizabeth Acevedo</p> <p>"Just Lather, That's All" by Hernando Téllez.</p> <p>“<i>The Catcher in the Rye: The Voice of Alienation</i>” by Time Aubry</p> <p>Resources on bildungsroman/coming of age novel Resources on book censorship Resources on the author background and “Catcher’s” connection to the murder of John Lennon</p>

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	<p>changes your point of view.</p> <p>We may develop a stronger understanding of mental health through literature.</p>	<p>be present through literature and American characters?</p>	<p>Vocabulary sentences/quizzes</p> <p><u>Summative Assessments:</u>  <b>Proficiency demonstrated in</b>                  Unit test that includes quote analysis                  Character Analysis Essay OR                  Thematic Essay incorporating the use of one or more literary devices.</p>	<p>Graphic organizers, writing outlines, Google slides resources on writing elements</p> <p><b>Regents Proficiency in Multiple Choice Practice and Text analysis practice also vocabulary study and application</b></p> <p>Vocabulary                  Workbooks/Academic Vocabulary Lists</p>
<p>Unit 3                  Quarter(s) 2 &amp; 3                  Mastering textual analysis and 20th century literature</p>	<p><b>Enduring Understanding</b></p> <p>English 11 Students will understand the following concepts</p>	<p><b>Essential Questions</b></p>	<p><b>Performance Tasks</b>                  (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p><b>Resources/ Tools</b></p>
<p><u>Core Text</u>  <i>The Great Gatsby</i></p>	<p>The jazz age created both prosperity and poverty, opportunity and desolation</p>	<p>How might specific language shape the reader’s experience?</p> <p>Why is</p>	<p><u>Executive Function Skills:</u>                  Students demonstrate <b>emerging mastery</b> in reading complex and novel length texts, annotations, essay planning, and project</p>	<p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Harlem Renaissance poetry and art: Langston Hughes,</p>

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	<p>A writer incorporates setting, tone, and mood to establish characterization and theme</p> <p>Making reader-text connections involves thinking beyond the text and applying the text to a variety of situations. Connections may be expressed as comparisons, analogies, inferences, or the synthesis of ideas (Hess).</p> <p>The time and place of a character is as important as the character’s actions.</p> <p>The American dream is corrupted by those that have achieved it.</p>	<p>understanding the subtleties of a word in literature so critical to understanding the meaning of a work overall?</p> <p>How do old traditions and modern sensibilities clash, and why must people die for their old ways to die?</p> <p>How can a writer employ devices such as setting and characterization to develop a central idea?</p> <p>What overarching American ideas may be present through literature and American characters?</p>	<p>planning, incorporating MLA, research, and notetaking</p> <p><u>Speaking/Performance Assessments</u>          Performing scenes/passages          Socratic seminar/literature circles          Presentation on the Jazz age/Harlem Renaissance poetry</p> <p><u>Written Assessments:</u>          Written Reading Quiz          Literary Journal/Reading Questions          Book Notes          Post-Reading Socratic Discussion          Web Quests on Roaring 20’s and the Jazz age</p> <p><u>Summative Assessments:</u>          Final Thematic and/or Analysis Essay(s)          Advanced/<b>Masterful</b> textual analysis          Research paper</p>	<p>Claude McCay, Edgar Lee Masters...          “A Dream Deferred” &amp; “Mother to Son”          Langston Hughes, “if We Must Die,” Claude McCay          Jazz samplings including Gershwin’s “Rhapsody in Blue” and the history of Ragtime, blues, and later rock and roll and hip hop artists</p> <p>Graphic organizers, writing outlines</p> <p><i>The Great Gatsby</i> Baz Lurhman film</p> <p><b>Regents</b> Multiple Choice Practice and Text analysis practice</p> <p>Vocabulary          Workbooks/Academic Vocabulary Lists</p>
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Unit 4 Persuasive writing and research Quarters 2-4	<b>Enduring Understanding</b>  English 11 Students will understand the following concepts	<b>Essential Questions</b>	<b>Performance Tasks</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<b>Resources/ Tools</b>
<u>Core Text/Resources</u> Non-Fiction Persuasive Essays, Recent News Articles, Databases, Opinion/Editorial, NYS ELA Regents Exams Task 2	Point of view and purpose shapes our understanding of informational text  We should evaluate the argument and the validity of a text’s reasoning when choosing sources for writing.  Effective arguments employ strategic and selective exemplification.  We may shape our writing and	How may we persuade our audience to agree with our claim?  How does paragraph and essay structure empower the writer to convey his/her/their message?  When must we cite information and how do we cite correctly?  How do we select trustworthy and credible source	<u>Executive Function Skills:</u> <b>Bring from proficient to mastery:</b> Building a graphic organizer. Planning and executing essays.  <u>Written Assessments:</u> <b>Bring from proficient to mastery:</b> Close reading and evidence selection. The claim paragraph Building body paragraphs and employing transitional words. Research planning and note taking activities Creating the Harvard outline to plan an essay. Bibliography	NYS Regents Exams for practice Non-Fiction Persuasive Essays, Recent News Articles, Databases, Opinion/Editorial,  HHHS Library databases  Graphic organizers, writing outlines, Google slides resources on writing arguments.  <b>Regents</b> Multiple Choice Practice and argumentative task  Vocabulary

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	influence our audience by employing rhetorical strategies and effective organization.	material?  When should we quote evidence, what evidence should we paraphrase, and how do we select evidence to support our claim?  Why do we need a counterclaim and how do we employ one?	Research paper note taking and annotations  <u>Summative Assessments:</u> <b>From proficient to mastery</b> on Task 2 2 or more practice Regents argumentative essays  Persuasive research paper 3-5 page paper using MLA citations including citing an image.	Workbooks/Academic Vocabulary Lists
Unit 5 Classic drama and performance	<b>Enduring Understanding</b>  English 11 Students will understand the following concepts	<b>Essential Questions</b>	<b>Performance Tasks</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<b>Resources/ Tools</b>
<u>Core Text</u> <i>Macbeth</i> And/Or <i>A Streetcar Named Desire</i>	The essence of drama/theater is storytelling.  Our interpretations of classical drama or	How may we change the meaning of the text by performing it?  How can the same	<u>Executive Function Skills:</u> Note taking. <b>Bring from proficient to mastery:</b> Close reading and evidence selection. Planning and executing essays.	<u>Core Text</u> <i>Macbeth</i> And/Or <i>A Streetcar Named Desire</i>  Background on reading and performing

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	<p>theater are influenced by personal experiences, aesthetics, and the context of our modern society</p> <p>Our study of humanity may be explored through our experience of theater/drama.</p> <p>Drama often uses the supernatural and/or the abstract to reach its audience.</p> <p>Fate is inescapable, and trying to avoid one's demise will only make it worse.</p> <p>Those who choose to live their life within an illusion will find the real world forcing them to face reality.</p>	<p>work of art communicate different messages to different people?</p> <p>Why are classic characters timeless?</p> <p>How do greed and a lust for power shape human behavior?</p> <p>How do we read English from Shakespeare or another era and understand the language in the modern age?</p>	<p><u>Speaking/Performance Assessments</u>          Performing scenes/passages          Socratic seminar/class discussion</p> <p><u>Written Assessments:</u>          Written Quiz/Exercises on drama terms and strategies</p> <p>Written Quiz/Exercises on scene and quote analysis, character tracking, theme tracking, symbolism and language.</p> <p>Act quizzes on content and literary devices (written and multiple choice)</p> <p>Reading dialogue journals, character logs, study questions          Vocabulary study and application</p> <p><u>Summative Assessments:</u>  <b>Emerging Mastery in drama analysis and textual analysis</b>          Comprehensive unit exam          Thematic essay          Soliloquy textual analysis          Creative narrative essays</p>	<p>Shakespeare/History of the play <i>Macbeth</i>          Teacher Resource Guide from Lincoln Center Theater</p> <p>AP Teacher Resource Guide from Prestwick House  <i>Shakespeare on Your Feet: Macbeth</i></p> <p>Graphic organizers, writing outlines, Google slides resources on <i>Macbeth</i>, selections of short films to reinforce analysis of storytelling.</p> <p><b>Film:</b> Polanski's <i>Macbeth</i>, Rupert Goold's <i>Macbeth</i>  <i>A Streetcar Named Desire</i></p> <p>Penguin's "A Teacher's Guide to the Signet Edition of <i>a Streetcar Named Desire</i>"</p> <p>Kennedy Center Lesson Connection: Exploring <i>A Streetcar Named Desire</i></p>
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			Artistic rendering of themes and characters	Vocabulary Workbooks/Academic Vocabulary Lists
Unit 6 Short Literature and Text Analysis Quarters 1 and 4	<b>Enduring Understanding</b>  English 11 Students will understand the following concepts	<b>Essential Questions</b>	<b>Performance Tasks</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<b>Resources/ Tools</b>
<u>Core Text(s)</u> Collection of teacher selected poetry and/or short stories	All literature expresses a central idea or theme that heightens our understanding of one another  Poetry and short stories have multiple interpretations that are revealed when the reader connects the literature to his/her/their own experience.	What are universal human experiences ?  How do we express complex and abstract ideas through art?  How may one poem or story have multiple central ideas?  How does one analyze the author's purpose and style?	<u>Executive Function Skills:</u> Note taking. <b>Bring from proficient to mastery:</b> Close reading and evidence selection. Planning and executing essays.  <u>Written Assessments:</u> Quote analysis and controlling idea development tasks Annotation <b>mastery</b> for on demand tasks Paragraph length responses for text analysis Questions and prompts requiring text to literary strategy analysis Poetry Unwrapper	Poems: “In Memory of Radio” Amiri Baraka “Procrastination” Keshan Govender “My College Chemistry Teacher” John Correia “Silence is Broken” Jan Allison “I Cannot Go to School Today” Shel Silverstein “Why Latin Should Be Taught in High School” Christopher Bursk “Subject to Change” Marilyn

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	<p>We understand our world profoundly when we experience it through figurative language, story telling, and poetry</p>	<p>How may we employ close reading strategies to reveal evidence for multiple choice questions and textual analysis essays?</p>	<p><u>Speaking Assessments:</u> Group and individual presentation of poem/short story analysis and connection</p> <p><u>Summative Assessments:</u> <b>Regents Part 3 proficient to master practice</b> Thematic essay/text analysis essay Google Slide presentation for poetry or short story analysis Narrative Essay Poem assignment</p>	<p>Taylor “For the Graduation” Robert Creeley “In Michael Robinson’s Class, Minus One” Bob Hicok “Heart to Heart” Rita Dove “Galaxy Love” Gerald Stern “Poem to First Love” Matthew Yeager “Literal, Littoral, Littleral” Danielle Pafunda “So If You Love Me” Ruth Herschberger  “The Rookie” January Gill O’Neil  “A Perfect Game” Yesenia Montilla “His Speed and Strength” Alicia Ostriker “You Can’t Put Muhammad Ali in a Poem” Juan Felipe Herrera “The Church of Michael Jordan” Jeffrey McDaniel “Seance at Tennis” Dana Goodyear</p> <p><u>Short Stories:</u></p>
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				<p>“Masque of the Red Death”, by Edgar Allen Poe, “Little Match Girl” by Hans Christian Andersen, “The Minister’s Black Veil”, “Miriam” by Truman Capote, “Surprise!” by Phillips, “The Girls in Their Summer Dresses” Irwin Shaw, and other selections “Surprise!” by Robert Phillips “The Monkey’s Paw” by W.W. Jacobs “I Stand Here Ironing” by Tillie Olsen "The Man Who Was Almost a Man" Richard Wright</p> <p>Graphic organizers, writing outlines, Google slides resources on writing elements, <b>Regents</b> Multiple Choice Practice and Text analysis practice</p>
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				Vocabulary Workbooks/Academic Vocabulary Lists