

English 11 Curriculum Map

Course Title: English 11

Course Description: This course blends composition, literacy, and analysis of literature and nonfiction texts. The course will emphasize reading and writing as cornerstones of career readiness while promoting English/Language Arts as a lifetime activity. English Communication will build the communication skills students need to enter the workforce while still embedding rigorous learning experiences that may translate well to a college setting. Students will compose single and multi-paragraph constructed responses in expository, persuasive, and narrative styles. Presentation skills will be introduced and enhanced. Proper and correct conventions of writing, especially those needed in the workplace will be emphasized. Students will complete career readiness activities in writing, speaking, listening and reading. Literacy texts across a variety of genres and levels will be embedded to promote analysis and critical thinking.

Unit:	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Big Ideas:	Literature is one artistic medium through which people grapple with the issues and conflicts of their time. Literature reflects diverse perspectives and reactions to similar events and themes. All good literature reveals truths about the human experience that transcends its time.
Unit Essential Questions:	What is the American Dream and to what extent is it achievable for all Americans? In what ways does the American Dream mean different things for different Americans? How has the American Dream changed over time? Is the American Dream of individuality a destructive or empowering force, or a combination of both? Is the American Dream still a viable element today? As a teenager today, how are you affected by the American Dream? (Are you part of it, victimized by it, or redefining it?)

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/ Activities	Instructional Materials	Assessments
Major Topic(s):	Literacy Standards: CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research,	Sadlier Words - Vocabulary Book F	Analyze literary technique in text and film Discussions Compose an	Print Text Film/Audio Media and Adaptations	Assessments: Those assignments pertaining to the assigned standards and anchors Socratic Seminar

<p><i>The Great Gatsby</i> By F. Scott Fitzgerald</p> <p>6 weeks</p>	<p>applying grade-level reading standards for literature and literary nonfiction</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>		<p>analytical summary of key passages emphasizing character and plot.</p> <p>Analysis of author’s purpose as it emerges in a text. Connection to character and plot.</p>	<p>Computer Projection</p> <p>CANVAS</p>	<p>Formative Assessments: Writing-based prompts with emphasis in this unit and main ideas, details, plot, character, setting, and word choice (Literary Analysis) Comprehension-based quizzes connected to assigned anchors and standards.</p> <p>No Red Ink</p> <p>Summative - conclusion of next unit</p>
--	---	--	--	--	---

Unit:	<i>The Things They Carried</i> by Tim O’Brien
Big Ideas:	<p>How does a person’s past, or their memories affect their future? What are the boundaries upon a person’s responsibilities to others?</p> <p>What is more important in telling stories – getting the story right factually or emotionally?</p>
Unit Essential Questions:	How do major themes develop over the course of a novel-length text? How does point of view impact narration?

Concept and Pacing	CC.1.3.11–12.A Determine and	Key Vocabulary	Mini-Lessons/ Activities	Instructional Materials	Assessments: Those assignments pertaining to the assigned
--------------------	---------------------------------	----------------	-----------------------------	-------------------------	---

	analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.				standards and anchors Socratic Seminar Formative Assessments: Writing-based prompts with emphasis in this unit and main ideas, details, plot, character, setting, and word choice (Literary Analysis) Comprehension-based quizzes connected to assigned anchors and standards.
Major Topics: <i>The Things They Carried</i> By Tim O'Brien 6 weeks	CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text	Sadlier Level F Other: Theme, Mood, Tone, Point of View, Style, Purpose, Conflict	Analyze literary technique in text and film Character analysis - usage of minor characters: i.e Boo Radley	Print Text Film/Audio media and adaptations Other cross-text connections for Honors level - teacher generated based on differentiated needs of student. CANVAS	Assessments of assigned anchors Formative assessments: Writing-based prompts with emphasis in this unit and main ideas, details, plot, character, setting, and word choice. Journal Prompts Summative assessments: Short essay Exam on entire novel of TTTC

Unit:	Argumentative Research Paper & Independent Reading Novel
Big Ideas:	Effective writers: communicate using appropriate forms for various purposes; think, plan, draft, respond, revise, edit, and publish; consider audience before and while writing; employ proper mechanics, usage, and grammar; reflect on their writing and strive to improve their writing skills; develop their voice and style. Effective researchers: begin with essential guiding questions; understand that the research process is inherently circular and includes the planning; gather, analyze, organize, synthesize, and evaluate information; select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance; draw conclusions, create meaning, and construct new knowledge; use information and technology ethically and responsibly by documenting sources appropriately; apply research skills to authentic, real-world issues and contexts. Reading expands understanding of the world, its people and oneself.
Unit Essential Questions:	What is the value of research? Why is a research paper written? What makes an effective argument? What makes a good source? What makes a source credible? How can language be powerful? Why do we need to evaluate what we read? What impact does fluency have on comprehension?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini Lessons/Activities	Instructional Materials	Assessments
Major Topics: Major Topics: Argumentative Research Paper Independent Reading Novel Duration: 6 weeks	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs CC.1.2.11–12.A	Claim thesis statement Primary source secondary source Counterargument Bias Citations Paraphrase	Analyze literary technique in text and film Note Taking Writing Workshops Peer Editing	ChromeBooks Digital Text Google Scholar CommonLit CANVAS Sadlier books Rubric	Discussion-based prompts related to theme, symbol, and literary technique Summative Assessments: Final Copy of Edited, Revised Argumentative Research Paper

	<p>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	<p>single MLA evidence In text citation parenthetical reference Works Cited Sadlier F</p>		<p>Independent Novel</p>	
--	--	---	--	------------------------------	--

Unit:	Poetry
Big Ideas:	Strong literary analysis of poetry is about dissecting a writer's choices and explaining how these choices

	contribute to the meaning of the poem. Writers make intentional choices in poems to create a meaning or give a message to an audience. Poetry is a form of expression that can allow us to share perspectives and reveal the identities of ourselves, our peers, and the community.
Unit Essential Questions:	How does the cultural context in which a piece was written influence or inform its central meaning? How does language represent social distinction and identities? What makes poetry well-equipped to communicate complex emotions? How do poets use a careful combination of connotative diction, structural elements, and figurative language to communicate specific emotions and messages through their poetry?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Major Poets - Selected Works Poetry 180 Langston Hughes, Emily Dickenson, Robert Frost, et.al.</p> <p>Duration: 2-3 weeks Mini-lessons throughout the school</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>L.F.1.1.2: Explain, describe, and analyze examples that support the author’s intended purpose.</p> <p>L.F. 2.1.1: Make inferences and/or draw conclusions based on analysis of text.</p> <p>L.F. 2.1.2: Cite evidence to support generalizations</p>	<p>Sadlier F Literary time periods Romanticism Realism Regionalism (i.e. Harlem Renaissance) Naturalism Other: Analyze, interpret, evaluate, explicate,</p>	<p>Reinforcement of literacy skills including diction and main ideas.</p> <p>Textbook Anthology</p> <p>Independent reading of works written by these authors but not covered during class time</p> <p>Writing of an original poem in the author’s style.</p>	<p>Print text Projection for notes and examples CANVAS</p>	<p>Formative Assessments: Poem/Poet-specific prompts and analytical discussion.</p> <p>Essay on theme/device</p>

year.	L.F. 2.2: Compare, analyze, and evaluate literary forms: characteristics, influence on meaning, connections between texts.	poetry, poetic language/devices, stanza, literary form, and figurative language Poetic Devices	Analysis of poetic form and how it relates to meaning.		
-------	--	--	--	--	--

Unit:	Shakespearean Drama: <i>Hamlet</i>
Big Ideas:	Writers use literature to examine the choices that people make and the accompanying consequences. Writers express emotion through a variety of techniques in order to appeal to their audience. Examining cause/effect relationships fosters logic and increases understanding. Looking to the causes of an event helps one predict the outcomes. Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.
Unit Essential Questions	How can one express emotion in a text? How can one appeal to an audience's emotions? How can I empathize with a text? How can reading a variety of perspectives teach me about myself and others? How can I apply my understanding of the cause/effect relationship to my life? How do power and ambition influence a person's choices? How are the ethics of a period reflected in the characters?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
Major Topics: Shakespeare's	L.F. 2.2: Use appropriate strategies to compare, analyze, and evaluate	Media/Media Literacy Internal conflict	Analyze literary technique in text and film	Print Text Film/Audio media and	Formative Assessments: Discussion prompts generated by teacher

Hamlet Duration: 6 Weeks	literary elements: -theme, tone, style, mood, point of view, conflict, character, plot CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama	External conflict Plot arc - exposition, rising action, climax, falling action, resolution, mise en scene. Sadlier Vocab Literary terms	Film viewing and scene analysis	adaptations CANVAS No Fear Shakespeare & Kenneth Branaugh ‘s Hamlet	Short multiple-choice items connecting to relevant standards and anchors Summative Assessments: Literary Analysis
--------------------------------	---	---	------------------------------------	--	--

Unit:	Public Speaking & SAT Prep
Big Ideas:	One manipulates the spoken word to effectively convey ideas for different purposes and audiences. A speaker determines appropriate stylistic and structural choices. - An expanded vocabulary and understanding of appropriate language conventions improve communication skills. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	How does a speaker create and present an effective oral text? How does research enhance the ability to persuade? How can the speaker make verbal, nonverbal, and vocal messages more effective in oral presentations?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocab	Mini-Lessons/Activity	Instructional Materials	Assessments
Major Topic: Speeches SAT Practice & Strategies	CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.5.11–12E	Sadlier F Literary Terms	Lessons will be designed using analysis of	Print Text Film/audio media and adaptations	Formative Assessments: Persuasive Speech Impromptu Speech Demonstrative Speech Impromptu Speech

6 weeks	<p>Adapt speech to a variety of contexts and tasks CC.1.3.11–12.J</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>student assessment data and results</p> <p>Grammar & Writing Exercises</p>	<p>CANVAS NoRedInk CommonLit</p>	<p>Farewell Speech Presentations</p> <p>Summative Assessments: Speech Final Practice Tests</p>
---------	---	--	---	--	--