

English 11R and H Curriculum Map 2017-2018
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	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Literary Analysis/Argument	Narrative/Literary Analysis	Research Simulation Task	Argument/Literary Analysis
End of Unit Performance Task(s)	<p>Literary Analysis: Identify the central idea in one of the texts. How does the author’s use of a writing strategy develops the central idea of one of the texts?</p> <p>Argument: Choosing from <i>The Crucible</i> [Regents] or <i>The Scarlet Letter</i> [Honors], and selected supplemental texts, students will write arguments to support claims in an analysis of substantive topics, using valid reasoning and relevant and sufficient evidence.</p>	<p>Narrative: Write a narrative using the structure and techniques used in <i>Narrative of the Life of Frederick Douglass</i> or <i>Etched in Sand</i> as guidelines.</p> <p>Literary Analysis: Identify the central idea in one of the texts. How does the author’s use of a writing strategy develop the central idea of one of the texts?</p>	<p>Research Paper: Choose an American author or poet. Analyze and evaluate how his or her work explores the concept of the American dream. Students will cite multiple literary criticisms and the text in their analysis.</p> <p>OR Research the concept of the American dream in popular culture and current events. Develop a claim about the American Dream. Students will cite published news articles and editorials.</p> <p>OR Using comparison structure, write an essay comparing American values to those of other countries. Students will cite published news articles and editorials.</p>	<p>Argument: Write a source based argument on one of the social issues addressed in the essential questions/enduring understandings from the entire curriculum.</p> <p>Literary Analysis: Identify the central idea in one of the texts. How does the author’s use of a writing strategy develop the central idea of one of the texts?</p>

<p>Essential Questions/ Essential Understandings</p>	<p>To what extent do competing values impede upon or shape the American Dream?</p> <ul style="list-style-type: none"> • America’s Puritan heritage provided the ideological building blocks for the nation to grow. • Americans have struggled to come to terms with the negative aspects of its Puritan past (intolerance, punishment, fear). • Public humiliation and scapegoating have been highly controversial and acceptable forms of punishment throughout American history. • Transcendentalist writers challenged Puritan ideology and ushered in an intellectual revolution that has shaped America’s identity. 	<p>How do race, gender, and economic status affect one’s social standing in America?</p> <ul style="list-style-type: none"> • The Republican principles of the Founding Fathers that led to the American Revolution were not practiced toward all Americans. • Slavery was a cruel and dehumanizing institution. • The experience of immigrants and people of color in America differs greatly from their Anglo-Saxon counterparts. • The complex role women and people of color play in a changing American landscape <p>The challenges of poverty can be overcome not only by individual perseverance and self-reliance but also through effective government policy.</p>	<p>What are the vices and virtues of the American Dream?</p> <ul style="list-style-type: none"> • The belief that any person can improve his or station in life through diligence, hard work and perseverance continues to be a cornerstone of the American Dream. • The Industrial Revolution, World War I, consumerism, and the growth of cities radically changed the core values of many Americans; this change is reflected in the sense of alienation and rejection of tradition in literary modernism. • Americans increasingly associate achieving the American dream with achieving wealth rather than personal or family happiness. • Social status becomes increasingly important to many Americans. 	<p>How has America failed to deliver its promise to its citizens?</p> <ul style="list-style-type: none"> • The idealism of the American Dream is in conflict with the harsher realities of American life. • The promise of easy success is a myth. • America’s soldiers carry the burden of war and many become alienated from their fellow Americans. • Fantasy is a coping mechanism many employ to deal with their failed dreams. • An emphasis on popularity, physical attractiveness, and consumerism have corrupted the nobler virtues of the American Dream.
<p>Texts</p>	<p>Fiction</p> <p>Honors <i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p>Regents <i>The Crucible</i> by Arthur Miller</p> <p>Supplemental Texts Non-fiction “Sinners in the Hands of an Angry God” Jonathan Edwards (1741) (H and R) 1290L “Tragedy and the Common Man” by Arthur Miller (R) 1480L Excerpt from <i>The Wordy Shipmates</i> by Sarah Vowell Excerpt from “The Diary of Samuel Sewall” Excerpt from House Un-American Activities Committee Hearings.</p>	<p>Fiction (Honors and Regents)</p> <p><i>A Raisin in the Sun</i> by Lorraine Hansberry or <i>Fences</i> by August Wilson 550L</p> <p>Nonfiction (H and R) <i>Etched in Sand</i> by Regina Calcaterra or Excerpts from <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (1180)</p> <p>Supplemental Texts Fiction <i>Kindred</i> Octavia Butler 580L</p> <p>Nonfiction “Escape: A Slave Narrative” by James W. C. Pennington</p>	<p>Fiction (Honors and Regents) <i>The Great Gatsby</i> (Fitzgerald)</p> <p>Supplemental Texts Non-Fiction Excerpts from <i>American Chica</i> by Maria Arana “Wellesley High School Graduation Speech” by David McCullough Jr. 820L “An Open Letter from a Millennial: Quit Telling Us We’re not Special” 1090L “Rethinking the American Dream” by David Kamp Vanity Fair 2009)1660L “Alienation and Social Classes” by Karl Marx (GG Great Books) 1230L “The Autobiography of Benjamin Franklin” (GG Great Books) 1210L Selected Letters – F. Scott Fitzgerald (GG Great Books) 1160L</p> <p>Poetry</p>	<p>Fiction (Honors and Regents) <i>Death of a Salesman</i> by Arthur Miller 1320L or <i>A Streetcar Named Desire</i> by Tennessee Williams 1420L</p> <p><i>Excerpts from The Things They Carried</i> by Tim O’Brien</p> <p>Regents <i>Death of a Salesman</i> or <i>A Streetcar Named Desire</i></p> <p><i>Excerpts from The Things They Carried</i> by Tim O’Brien</p> <p>Supplemental Texts NonFiction “The Fallacy of Success” by G. K. Chesterton (1909) * “Keeping the American Dream Alive” by Jon Meacham 1310L</p>

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	<p>Excerpts from "Common Sense" by Thomas Paine (1776) (H and R) * "Walden" by Henry David Thoreau (1854) (H) * "Society and Solitude" or "Nature" by Ralph Waldo Emerson (1857) (H)</p> <p>Poetry "I Hear America Singing" or "Song of Myself" from Leaves of Grass 1110L "Upon the Burning of Our House" July 10th, 1666," Anne Bradstreet 1160 "Half-hanged Mary" by Margaret Atwood</p> <p>Film History Channel Documentary: "The Salem Witch Trials"</p> <p><i>Into the Wild</i>, film by Sean Penn</p>	<p>"The Mask" by Maya Angelou (also available as spoken word from BET Awards) "Declaration of Sentiments of Women" (Seneca Falls Convention) by Elizabeth Cady Stanton (H & R) * "On Slavery" by Thomas Jefferson (FD Great Books) 1090L "Learning to Read" by Malcolm X (50 Model Essays) 1410L Robert F. Kennedy's Speech – Democratic National Convention (Patriot's Handbook) 1590L</p> <p>Poetry "Between Two Worlds" Patricia Smith "We Wear the Mask" and "Sympathy" by Paul Laurence Dunbar 970L "If We Must Die" by Claude McKay 1000L "Dream Deferred", "The Weary Blues", "I, Too", "Mother to Son" by Langston Hughes 460L-880L</p>	<p>"Richard Cory" by Edward Arlington Robinson 1400L (R) "The Hollow Men" (1870) or "The Love Song of J. Alfred Prufrock" by T. S. Eliot * (H) "Well, I Have Lost You" by Edna St. Vincent Millay 720L (R) "Mending Wall" by Robert Frost* (H) "Hills Like White Elephants" by Ernest Hemingway 670L</p>	<p>"I Just Wanna Be Average" – M. Rose (50) 1260L</p> <p>Poetry "Those Winter Sundays" by Robert Hayden 1150L</p> <p>Film <i>Dear America: Letters from Vietnam</i> (Film)</p>
<p>Content Connections(SS)</p>	<p>SS: Puritanism, Transcendentalism</p>	<p>SS: Slavery, Racism, Women's Rights, Poverty</p>	<p>SS: Consumerism; The Roaring Twenties</p>	<p>SS: War, Social Status</p>
<p>Reading Standards Across Units</p>	<p>RL.11-12.1. Cite strong and thorough textual 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.</p>	<p>RL.11-12.1. Cite strong and thorough textual 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.</p>	<p>RL.11-12.1. Cite strong and thorough textual 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.</p>	<p>RL.11-12.1. Cite strong and thorough textual 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.</p>
<p>Reading Standards Central to Unit</p>	<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of</p>	<p>RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.3. 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.</p>	<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two</p>	<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>

	<p>American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.3. 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.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>	<p>or more texts from the same period treat similar themes or topics.</p>	<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
<p>Writing Standards Across Units</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 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>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 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>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 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>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 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>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Writing Standards</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events</p>	<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a</p>	<p>W.11-12.2 Write informative/explanatory texts to</p>

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<p>Central to Unit</p>	<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Speaking/ Listening Standards Across Units</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>Speaking/ Listening Standards Central to Unit</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>N/A</p>	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio,</p>

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				visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grammar Skills Central to Unit	Sadlier-Oxford Level Green Chapter 8: Clauses: Sentence Structure and Parallel Structure Chapter 9: Verbs - Tense, Active Voice, and Subjunctive Mood.	Sadlier-Oxford Level Green Chapter 10: Subject-Verb Agreement Chapter 11: Using Pronouns	Sadlier-Oxford Level Green Chapter 12: Using Modifiers	Sadlier-Oxford Level Green Chapters 13 and 14: Mechanics-Punctuation
Language Standards Across Unit	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language Standards Central to Unit	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Increasing Text Complexity (Lexile Bands)	1215 -1355 * Exemplar Grade 11 CCR Appendix B	1215 -1355 * Exemplar Grade 11 CCR Appendix B	1215 -1355 * Exemplar Grade 11 CCR Appendix B	1215 -1355 * Exemplar Grade 11 CCR Appendix B