

# English 11 Curriculum

## Unit 1 Characterizing the Self

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>6 Days</b>	<p>Direct and indirect characterizations are two ways authors and people introduce characters.</p> <p>Main ideas should be supported with at least two examples.</p>	<p>What is the difference between direct &amp; indirect characterization?</p> <p>What are my defining characteristics?</p>	<p>Self-Assessment</p> <p>Personal Writing</p>	<p>Student should be able to develop an organized expository paragraph with a main idea and two examples.</p> <p>Student should be able to apply knowledge of direct and indirect characterization.</p> <p>Student should be able to use outline to plan response</p> <p>Student should be able to use rubric to assess self</p>	<p>Read sample memoirs</p> <p>Analyze narrator's traits in memoirs*</p> <p>Create a memoir describing past and present</p> <p>Write an essay about a personal experience that taught a lesson.</p> <p>Outline sheet (topic sentence, 2 examples, transitions, closing)</p>	<p>SAT vocabulary</p> <p>Direct and Indirect Characterization</p> <p>personal essay</p> <p>memoir</p> <p>topic Sentence</p> <p>closing sentence</p> <p>transition</p>	<p>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.</p> <p>CC.1.2.11–12.A 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.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</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.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest.</p>
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							Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
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**Assessment Unit 1 Characterizing the Self**

**Unit 2 Literature as Social Critique**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>6 Days</b>	<p>A character's actions are motivated by external forces.</p> <p>Numerous factors determine whether or not one maintains control his/her emotions.</p> <p>Pride can destroy or preserve an individual.</p>	<p>What motivates a character's actions?</p> <p>What factors lead a person to maintain or lose clarity in a crisis?</p> <p>Is pride a flaw or strength?</p> <p>Who often becomes a scapegoat?</p>	<p>A character's actions are motivated by external forces.</p> <p>The Red Scare and factors leading to mass hysteria</p> <p>Fear can misguide behavior</p> <p>Literary Terms: Symbolism, Imagery &amp; Allegory</p>	<p>Student should be able to analyze passages to determine character traits &amp; motivations.</p> <p>Student should be able to analyze how and why characters change.</p>	<p>The Crucible novel or play</p> <p>View clips of the novel The Crucible</p> <p>Mass Hysteria Articles</p> <p>"The Lottery" by Shirley Jackson</p> <p>Documentary of the Salem Witch Trials</p> <p>Reenact conflicts from the text to review the motivations, strengths, and flaws</p> <p>Choose/justify character theme song</p> <p>Quote &amp; Note -</p>	<p>SAT Vocabulary</p> <p>authorial intrusion</p> <p>dynamic character</p> <p>Puritans</p> <p>sermons</p> <p>scapegoat</p> <p>mass hysteria</p> <p>dialogue</p> <p>conflict</p> <p>act</p> <p>scene</p> <p>setting</p>	<p>CC.1.2.11–12.A 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.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.2.11–12.C Analyze the interaction and</p>

					<p>selecting quotes and close reading them</p>	<p>flat, static, round, and dynamic characters</p> <p>martyr</p> <p>hypocrite</p> <p>tragic hero</p>	<p>development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G 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>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.3.11–12.G 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.)</p>
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**Assessment Unit 2 Literature as Social Critique**

**Unit 3 Literature Based Project and Presentation**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>7 Days</b>	<p>Ideas are formulated from textual evidence</p> <p>Literature can be a spring board for creativity</p>	<p>How can literary examples be used to support arguments?</p> <p>How can literature be a spring board for creative thinking?</p>	<p>Organization and purpose for writing through character's emotions.</p> <p>Integrating evidence from sources</p>	<p>Student should be able to draw evidence from literary or informational texts for support Apply grade level reading standards for literature and literary non-fiction.</p>	<p>Textual Evidence</p> <p>The Crucible story or play</p> <p>Choice of project to answer one of the unit's main questions:</p> <ul style="list-style-type: none"> <li>- Letter from one character to another</li> <li>- Collage</li> <li>- Add a chapter (EX: Write a letter demonstrating that pride is a flaw; Write chapter demonstrating how pride is a strength)</li> </ul>	<p>SAT Vocabulary</p> <p>Outlines</p> <p>Workshopping</p> <p>collage</p>	<p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, r, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>



Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>7 Days</b>	Mass hysteria occurs when certain circumstances intersect.	What causes mass hysteria?	<p>The intersection of certain circumstances creates mass hysteria</p> <p>Mass hysteria often results largely from people's latent fears</p>	Student should be able to compare and contrast incidents of mass hysteria in literature and in history/culture.	<p>Articles detailing mass hysteria incidents</p> <p>Possible assessments include written responses and media products</p>	<p>Mass hysteria</p> <p>Groupthink</p> <p>Mob Mentality</p>	<p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.G 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>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding</p>

							<p>comprehension.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters</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>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
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							CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<b>Assessment Unit 4 Mini-Research: Mass Hysteria</b>							
<b>Unit 5 Views on Nature</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>15 Days</b>	<p>Contrasting the Puritans, who fears nature, the Transcendentalists honor it.</p> <p>Americans today have ambiguous perspectives toward nature</p>	In what ways are Transcendentalist ideals present in today's culture?	<p>Ralph Waldo Emerson and Henry David Thoreau are two famous American writers who glorified nature.</p> <p>Transcendentalism</p>	Student should be able to analyze public figures, media, and destinations for those that exemplify Transcendentalist ideals.	<p>"The Last Child in the Woods" (Richard Louv)</p> <p>"Today's Kids are Killing the English Language" (Kirk Johnson)</p> <p>"Is Technology Destroying Social Bonds" (Shawn Ghuman)</p> <p>"Stalking the Vegetannual" by Barbara Kingsolver</p> <p>"Living Like Weasels"</p>	<p>SAT Vocabulary</p> <p>Transcendentalism</p> <p>Idealism</p> <p>Transcend</p> <p>Reverence</p> <p>Optimism</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>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.H Analyze seminal texts</p>

					<p>(Annie Dillard)</p> <p>Possible assignments:</p> <ul style="list-style-type: none"> <li>- Create a portfolio of Transcendentalist ideals in contemporary society.</li> <li>- Mimic Dillard's text -- what do we learn from watching nature?</li> <li>- Prepare a descriptive speech or essay about a time you were surprised by nature. Include lots of description and strong verbs.</li> </ul>		<p>based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J 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>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade</p>
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							level, reading independently and proficiently.
Assessment Unit 5 Views on Nature							
Unit 6 Novel Study: The Resilient Individual							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 Days	Resilience may be formed through external or internal events.	<p>What makes a person resilient?</p> <p>Through what means is resilience formed?</p>	Identify and characterize traits of a resilient individual.	Student should be able to select quotes, identify common themes, traits, and analyze the allegory.	<p>"The Terrible Things"</p> <p>Elie Wiesel's Night</p> <p>Frederick Douglass' Narrative</p> <p>Randy Pausch's Excerpts from "The Last Lecture"</p> <p>House on Mango Street</p> <p>Farewell to Manzanar</p> <p>Quote'n Note: Selecting quotes and close reading them</p>	<p>SAT Vocabulary</p> <p>Resilience</p> <p>Holocaust</p> <p>Character Traits</p> <p>autobiography</p> <p>memoir</p> <p>allegory</p> <p>anecdote</p>	<p>CC.1.2.11–12.A 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.1.2.11–12.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>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking,</p>

							<p>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>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</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>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text</p>
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						<p>says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>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.</p> <p>CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G 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</p>
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							<p>least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J 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>CC.1.3.11–12.K</p>
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							Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>Assessment Unit 6 Novel Study: The Resilient Individual</b>							
<b>Unit 7 Writing: The Resilient Individual</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>5 Days</b>	Individuals demonstrate resilience through internal and external events	<p>What traits do resilient individuals possess?</p> <p>What evidence in the text supports an individual's resilience?</p>	Identify and provide evidence to support resilience from given text.	Student should be able to create an expository text using evidence to define characteristics of a resilient individual.	<p>Frederick Douglass' Narrative</p> <p>Randy Pausch's Excerpts from "The Last Lecture"</p> <p>House on Mango Street</p> <p>Farewell to Manzanar</p>	SAT Vocabulary	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia</p>

						<p>when useful to aiding comprehension.</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>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,</p>
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							<p>capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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							<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</p>
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							(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Assessment Unit 7 Writing: The Resilient Individual</b>							
<b>Unit 8 REALISM: Celebrating the Ordinary</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>5 Days</b>	Types of Realism include naturalism and regionalism.	<p>What are the distinguishing literary features of realism, naturalism, and regionalism?</p> <p>What is realism a response to Romanticism of the prior era?</p> <p>What are the stylistic characteristics of this period?</p>	<p>Realism sought to portray life as accurately as possible, focusing on ordinary people suffering the harsh realities of life.</p> <p>Naturalism portrays ordinary lives, but suggests forces (nature, heredity, society) beyond individuals determine fate.</p> <p>Regionalism reflects some writers' tendency to write about specific geographic areas.</p>	<p>Student should be able to identify characteristics of realism in literature and analyze effects.</p> <p>Student should be able to distinguish realistic works as fitting into subcategories of naturalism or regionalism.</p>	<p>Fiction and nonfiction by Crane and O'Connor etc.</p> <p>Quote Graffiti: Close reading for elements such as figurative language, literary elements, and characteristics of literary realism.</p> <p>Quote 'n Note: Selecting quotes and close reading them</p> <p>Literature circles</p>	<p>SAT vocabulary</p> <p>Dialect</p> <p>Vernacular</p> <p>Idiom</p> <p>Stock Character</p> <p>Caricature</p> <p>Regionalism</p> <p>Local Color</p> <p>Southern Gothic</p> <p>Hyperbole</p>	<p>CC.1.2.11–12.A 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.1.2.11–12.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>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>

							<p>CC.1.2.11–12.E 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>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>CC.1.3.11–12.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>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to</p>
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							<p>develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level</p>
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							<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>C.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>
Assessment Unit 8 REALISM: Celebrating the Ordinary							
Unit 9 REALISM WRITING (Categorize selection as Naturalism or Regionalism)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

5 Days	Some realist works contain features of both naturalism and realism.	Does a given story more exemplify literary naturalism or literary regionalism?	<p>They Say/I Say structure to mark arguability of claim</p> <p>Components of an Outline: Thesis, TS, Transition sentences, cited evidence</p>	Student should be able to select quotes from various texts and find common themes, characteristics, and/or stylistic techniques.	<p>Writing Workshop</p> <p>Write an outline for an argument in which you categorize a piece as a work of naturalism or regionalism.</p>	<p>SAT vocabulary</p> <p>Claim statement</p> <p>Transition sentence</p>	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new</p>
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							<p>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>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p>
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## Unit 10 Working Realities of America

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>15 Days</b>	After the Civil War the US underwent great changes: expansion westward, the growth of population and industry in the East, and the struggles of diverse groups for social and economic rights.	<p>What challenges have American workers faced?</p> <p>What attitudes have work have poets recorded?</p>	Images and diction indicate attitudes toward work	<p>Student should be able to analyze how history &amp; culture influence texts,</p> <p>Student should be able to analyze how texts reflect or change societal &amp; cultural attitudes.</p>	<p>Excerpts, poems, short stories, articles (“I Hear America Singing” by Whitman, “Those Winter Sundays” by Robert Hayden, Poems by Edgar Lee masters from The Spoon River Anthology, The Jungle by Upton Sinclair)</p> <p>Dust Bowl Documentary</p> <p>Of Mice and Men</p> <p>Of Mice and Men Project (creative writing, theme collage, newspaper, brochure, add a chapter)</p>	SAT Vocabulary	<p>CC.1.2.11–12.A 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.1.2.11–12.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>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</p>

							<p>course of the text.</p> <p>CC.1.2.11–12.E 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>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>CC.1.4.11–12.W 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</p>
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							<p>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>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>
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**Assessment Unit 10 Working Realities of America**

**Unit 11 Experimentation**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>5 Days</b>	<p>Poets sought to “make it new”</p> <p>Non-traditional poetry need not rhyme or have stanzas</p>	What does non-traditional poetry look like?	Disillusionment	Student should be able to mimic and respond to poems.	Mimicking poems by imagists such as “So Much Depends Upon” or “This is Just to Say” and found poems	<p>Disillusionment</p> <p>Non-traditional</p> <p>Rhyme</p> <p>Stanzas</p>	<p>CC.1.3.11-12.G 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.)</p> <p>C.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and</p>

							content, choosing flexibility from a range of strategies and tools.
<b>Assessment Unit 11 Experimentation</b>							
<b>Unit 12 RESEARCH PAPER</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>20 Days</b>	Effective research requires multiple sources of information to gain or expand knowledge	<p>How does a writer locate &amp; gather information for a research topic?</p> <p>What are the steps to creating an outline for a research paper?</p>	Credibility, Reliability, and Validity of Sources	<p>Student should be able to use technology to produce, publish, &amp; update products.</p> <p>Student should be able to evaluate multiple sources &amp; points of view to make decisions &amp; solves problems; present information in a logical, interesting format.</p> <p>Student should be able to develop an argument that utilizes specific rhetorical devices which support assertions &amp; anticipate the reader's concerns &amp; counter-claims.</p> <p>Student should be able to use appropriate conventions for documentation in the text, notes, &amp;</p>	<p>Research Writing Handbook</p> <p>Citation examples and practice</p> <p>Comparing credible and non-credible sources</p> <p>Paragraph division deadlines and editing with a rubric</p>	<p>SAT Vocabulary</p> <p>Brainstorming</p> <p>Credible Sources</p> <p>Citations (citations and in-text citations)</p> <p>Evaluate</p> <p>Writing Rubric</p> <p>MLA Format</p> <p>Note cards</p> <p>Source cards</p> <p>Thesis statement</p> <p>outline</p> <p>bibliography</p> <p>databases</p>	<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for</p>

				<p>bibliographies by adhering to those in style manuals such as the MLA Handbook.</p>		<p>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.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a 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 matter under investigation.</p>
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							<p>CC.1.4.11–12.W 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>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Assessment Unit 12 RESEARCH PAPER							
Unit 13 Corruption in America: NOVEL OF MODERNISM							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

<p><b>25 Days</b></p>	<p>Social inequalities affect one's access to the American Dream.</p> <p>Hope can be both constructive and destructive.</p>	<p>What does F. Scott Fitzgerald suggest about the condition of the American Dream in the 1920's?</p> <p>How do class and culture shape relationships?</p> <p>How do we distinguish between constructive hope and destructive hope?</p>	<p>Color Symbolism</p> <p>Materialism</p> <p>The New Woman</p> <p>America as the New Eden</p> <p>Attitudes associated with rural and urban life</p> <p>Attitudes distinguishing old and new money</p>	<p>Student should be able to identify, respond to &amp; analyze the effects of diction, tone, mood, syntax, sound, form, &amp; figurative language.</p>	<p>"A Rose for Emily" by William Faulkner, "The Enormous Radio" by John Cheever, "The Catbird Seat" by James Thurber</p> <p>The Great Gatsby (original novel, modified versions, and DVD)</p> <p>Quote journal</p> <p>constructed responses</p> <p>reading guide</p>	<p>SAT Vocabulary</p> <p>Subdivision</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>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.</p> <p>CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension</p>
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**Assessment Unit 13 Corruption in America: NOVEL OF MODERNISM**

**Unit 14 The Great American Dish**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>10 Days</b>	The Great American Dish is dependent upon one's perspective.	What is the Great American Dish?	The criteria people have used to establish the Great American Dish.	<p>Student should be able to debate and support a claim.</p> <p>Student should be able to establish and justify criteria for determining the great American dish.</p>	<p>Clips from Supersize Me</p> <p>Excerpts from Fast Food Nation</p> <p>Articles from culinary magazines</p> <p>essays "Consider the Lobster"</p> <p>Mini-Research with Writing or Presentation Assignment: What is the "great American Dish"?</p>	<p>debate</p> <p>support</p> <p>jargon related to foods</p> <p>research</p> <p>Trend for greatest American dish</p>	<p>CC.1.2.11–12.A 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.1.2.11–12.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>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.</p> <p>CC.1.4.11–12.U Use technology, including</p>

							<p>the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a 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 matter under investigation.</p>
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**Assessment Unit 14 The Great American Dish**

**Unit 15 CAREER/COLLEGE PREPARATION**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>10 Days</b>	Quality resumes and effective interviewing skills lead to competitive employment	<p>What kind of training and education should be included in a resume?</p> <p>How should</p>	<p>Important parts of a resume.</p> <p>Interviewing skills (dress, speech, and presentation)</p>	<p>Student should be able to identify, organize, and edit resume.</p> <p>Student should be able to review and prepare for interview.</p>	<p>Teacher created examples</p> <p>Video presentation of interview do's and don't's</p>	<p>Cover letter</p> <p>Resume</p> <p>interview</p> <p>professional dress</p>	<p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and</p>

		individuals prepare and speak at an interview?			<p>practice answering interview questions in writing</p> <p>Simulate resume sorting</p> <p>Simulate college admission panel</p> <p>Create a professionalism portfolio: 6-word memoir, resume, personal essay, and interview question responses</p>	<p>professional presentation</p> <p>Guest Speakers (experts in a variety of fields)</p> <p>commonly interview questions</p> <p>sample 6-word memoirs</p>	<p>expressing their own clearly and</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone persuasively.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p>
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							CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
Assessment Unit 15 CAREER/COLLEGE PREPARATION							