

11th Grade Curriculum Map, Unit 3

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning, Unit 3](#)
[Vocabulary](#)

Unit Summary: The Art and Power of Language: Writing to Inform and Explain

This unit will ask students to evaluate how narrative techniques can be used successfully in expository writing. By closely reading and analyzing informational texts in the modern world, such as newspaper articles and editorials, students will assess how societal and global tragedies have necessitated the development of different expository writing styles, including journalism, reporting, and journal-writing. Students will apply and connect what they learn from these close readings of modern-day texts to the analysis of similar expository genres in 18th century British Literature. Students will continue their exploration of writing techniques in a study of poetry that focuses on the creative risks a writer takes in order to achieve a desired effect. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on expository writing and the intentional use of varied writing techniques they studied in their readings. Students will participate in collaborative activities, including Socratic Seminar discussions, to analyze texts and strengthen speaking and listening skills; investigate meanings, contexts, and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that promote effective use of language, require reflections on progress when writing an expository essay; and include the study and imitation of mentor texts.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do writers respond to the societal events of their time?

How is language powerful for those using or controlling it?

How does a writer's proximity to or distance from an event affect his/her perspective of it?

Why do different writers from the same time period interpret events or topics differently?

Why is language essential for culture? What is the relationship between fiction and truth?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Writing Workshop (15%):** Expository Essay on the evolution and/or impact of language; *RL.11.4/RI.11.4: Determine the meaning of words and phrases as they are used in text, including figurative and connotative meaning; analyze impact of specific word choices on meaning and tone; analyze how an author uses and refines a key term over the course of a text; [JHS example](#); [JC example](#)*
2. **Performance Assessment (15%):** **standard needs to be determined*
3. **Final Benchmark Assessment (10%)**
4. **Vocabulary (10%)** Cumulative Assessment: [English 3A, 120 words](#); [English 3CP, 90 words](#)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

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Texts:

Anthology: Prentice Hall Literature, *The British Tradition*, Common Core Edition

Major works: “Journal of Plague Year” (Defoe); “Diary of Samuel Pepys,” “A Dictionary of the English Language” (Johnson); “Shooting an Elephant” (Orwell); *Canterbury Tales* (Chaucer)

Related texts: *from* Politics and the English Language (Orwell), “A Modest Proposal” (Swift)

Poetry: “To a Mouse” (Burns); “To a Louse” (Burns); “Jabberwocky” (Carroll), “The Rape of the Lock” (Pope)

Long Fiction: Suggested Accelerated Choices: *1984 & Brave New World*, Suggested CP Choices: *Lord of the Flies*

Mentor Texts – “The Lamentable Death of Bae” (Hamblin); excerpts from *Urban Dictionary* and *World War Z* (Brooks); “Brendan McDonough Believes Everything Happens for a Reason” (see curriculum document for more titles)

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<p>Key Ideas & Structure RL & RI.11.1/2 Central Ideas: Determine two or more central ideas or themes and analyze their development over the course of the text, using textual evidence as support</p> <p>RL/RI.11.4: Vocabulary & Word Choice: Identify content-specific words in nonfiction writing and connect to author’s purpose; analyze cumulative impact of word choice</p> <p>RI.11.5 Structure: Analyze and evaluate an author’s structure/choice of genre for effectiveness</p> <p>RI.11.6 Style & POV: Analyze how narrative techniques contribute to the power of nonfiction text & connect to the author’s perspective</p> <p>Vivid description</p> <p>Metaphor</p> <p>RI.11.7 Source Evaluation & Integration: Evaluate credibility of various informational sources presented in different formats</p>	<p>Text Types & Purposes W.11.2a-f – Expository Writing <i>Students will write an expository essay using primary and secondary sources that explores a word or phrase (slang, jargon, colloquialism, etc.), including its origin, development, common usage, relevance, and the implications about language relevant to today’s society. Essay must use proper MLA citations and include a Works Cited Page.</i></p> <p>Writing Workshop: Use mentor text essays and literature to note the techniques that can be used to enhance expository writing; use notebooks entries to respond to and apply author’s use of narrative techniques, including sensory details</p> <p>W11.4, W.11.5, & W.11.6 – Plan, write, revise, and edit a rough draft for content and organization, grammar and mechanics. Participate in writing conferences, self and peer review.</p> <p>W.11.7 & W.11.8 Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p>W.11.10 -- Portfolio Reflections</p>	<p>Comprehension & Collaboration SL.11.1a & b – Practie with Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.11.1a -- *Mini- Seminars & Literature Circles: Engage students in small-group discussions that focus on a single question/ goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze expository writing for point of view, style, structure, and content</p> <p>SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar: Based on one text or paired texts that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize</p>	<p>Conventions of Standard English L.11.1, L.11.2, L.11.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of narrative techniques</p> <p>Knowledge of Language L.11.3a -- Revise expository writing for compound-complex sentences/sentence variety, tone and word choice, and deliberate choices in sentence structure</p>

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<p>RI/RL.11.9 Similar Topics/Same Period: Look at different texts that deal with the same topic or event, but in different formats or from different perspectives.</p>	<p>Research to Build & Present Knowledge W.11.9 -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p>ideas of others; set individual and group goals</p>	<p>Click here for suggested texts.</p>
<p>Range of Reading RL.11.10 Poetry: "To a Mouse," "To a Louse," "Jabberwocky" Excerpts: <i>from</i> Politics and the English Language Mentor Texts Independent Reading: novel choice from compiled list</p>	<p>Range of Writing W.11.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p>Presentation of Knowledge & Ideas SL.11.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p>Vocabulary Acquisition & Use L.11.4, L.11.5, L.11.6 Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.</p>

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<ul style="list-style-type: none"> • How does understanding a text's structure and a writer's craft reveal its meaning and contribute to critical responses to literature? • How does an author establish a tone and how does that tone impact the piece of writing? • How does diction and an awareness of connotation give a text a particular slant? 	<ul style="list-style-type: none"> • How do narrative techniques improve non-fiction writing? • How does a writer establish tone to create a particular effect? • How does the use of textual evidence enhance a central claim? • How does a writer establish tone to create a particular effect? 	<ul style="list-style-type: none"> • How do we effectively discuss themes and craft to better understand literature, ourselves, and our world? • How can we synthesize views to achieve consensus in collaborative discussions? • How do we respectfully challenge the ideas of others? 	<ul style="list-style-type: none"> • How can sentence structure and reflect the author's purpose? • How can intentional deviation from grammatical convention reflect author's purpose? • How do compound-complex sentences function in a text?

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abrasive
2. Acrimonious
3. Affable
4. Ambiguous
5. Amorphous
6. Analogy
7. Archaic
8. Assuage
9. Astute
10. Attrition
11. Austere
12. Belie
13. Blazon
14. Bombastic
15. Censurable
16. Circuitous
17. Colloquial
18. Complement
19. Consternation
20. Crass
21. Debonair
22. Deplorable
23. Disconcert
24. Disseminate
25. Drivel

26. Emanate
27. Equivocate
28. Erudite
29. Expurgate
30. Frivolous
31. Grandiose
32. Imperative
33. Imperious
34. Inadvertent
35. Inscrutable
36. Invective
37. Inveigh
38. Lucid
39. Mitigate
40. Neologism
41. Ostentatious
42. Perfunctory
43. Pithy
44. Prate
45. Prolific
46. Propensity
47. Prosaic
48. Quagmire
49. Redoubtable
50. Repentant
51. Scintillating
52. Scurrilous
53. Superfluous
54. Terse
55. Transgress/ Transgression
56. Transmute
57. Trepidation
58. Unctuous
59. Vapid
60. Verbose

Cumulative Test Word List

[English 3A](#)

[English 3CP](#)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. colloquialism
2. connotation
3. denotation
4. expository
5. jargon
6. metaphor
7. nuance
8. parallelism

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