

# 11th Grade Curriculum Map, Unit 1

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

## Unit Summary: Fame & Glory: Analysis of the Hero in the British Literature

This unit is designed to acquaint students with literature that illustrates different perspectives on fame and glory across multiple time periods. By studying the language and culture of Anglo-Saxon, Medieval, and modern society, students will be able to deeply understand author's purpose and historical viewpoints, and will use this knowledge to identify how heritage and values impact style, tone, and content in literature. Students will recognize how literary traditions have evolved and how themes endure in modern literature. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of cultural perspective; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.

### Essential Questions:

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

**How do societies define fame, glory, and heroism across time?**

**How does literature reflect culture/society?**

**How is culture/society reflected in literature?**

**How do authors construct effective literary analysis through argument writing?**

### Assessments:

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

1. **Summer Reading (10%):** Essay Assessment (*\*benchmark pre-assessment for writing*)
2. **Writing Workshop (15%):** Literary Analysis Argument
3. **Reading Assessment (15%):** Benchmark-style or performance; *\*Must align with **RL.11.9**: Demonstrate knowledge of foundational works of British literature, including how two or more texts from the same time period treat similar themes or topics*
4. **Vocabulary (10%)** Cumulative Assessment: [60 MP.1 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).*

**Benchmark Pre-Assessment for Reading:** Nonfiction text (*MC & OE responses paired with visual text = 0%*)

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## Texts:

**Major Work:** *Beowulf* (add Unferth excerpt, not included in this textbook addition), (Anthology: Prentice Hall Literature, The British Tradition, Common Core Edition)

**Thematic Connections:** Grendel excerpts; "Sir Gawain and the Green Knight," "Le Morte D'Arthur," "The Sword in the Stone"

**Mentor Texts:** Examples of argument writing available through [www.thewritesource.com](http://www.thewritesource.com) and *Everything's An Argument*

**Poetry** (*Thematic connections to fame/glory and cultural views on heroes*): "Ozymandias" by Shelley, "Holy Sonnet 10" ("Death Be Not Proud") by Donne, "Ode to a Suit" by Neruda, "When I Have Fears" by Keats, "To An Athlete Dying Young" by A.E. Housman, "The Soldier" by Rupert Brooke, "Wired" by Siegfried Sassoon, "Anthem for Doomed Youth" by Wilfred Owens; "The Wanderer" (Anglo-Saxon); "Seafarer"

## Independent Reading options

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Argument	Speaking & Listening	Language
<p>Key Ideas &amp; Structure</p> <p><b>Close Readings/Annotations</b>  <b>RL.11.2/RI.11.2 – Theme:</b> Analyze contributing factors to its development; cite textual evidence to support such analysis (<b>RL.11.1/RI.11.1</b>); analyze thematic connections in literature studied</p> <p><b>RL.11.3 – Characters:</b> Analysis of traits and flaws in relation to conflict development; archetypes</p> <p><b>RL.11.4 – Word Choice</b>            Tone: Diction, figurative language, imagery</p> <p><b>RI.11.5 – Structure</b>  <b>Argument development</b>  <b>Text/Style Choices:</b> Sentences, paragraphs</p> <p><b>RL.11.6 – Point of View:</b> Analysis of British cultural perspective &amp; values reflected in literature</p> <p><b>RI.11.6 – Author Purpose:</b> Analysis of how author present argument/author choices in rhetoric</p> <p><b>RL.11.9/RI.11.9 – Multiple Texts, Similar Themes:</b> analyze how two or more pieces of British literature address similar themes or topics</p>	<p>Text Types &amp; Purposes</p> <p><b>W.11.1 a-e -- Argument Writing</b>            Present an argument about fame, glory, and heroism through literary analysis of texts, citing at least two sources.</p> <p><b>Writing Workshop:</b> Use mentor text essays to note structure of argument; use notebooks entries to make connections among texts in this unit; writing may reflect personal views on heroism, fame &amp; glory. Include rhetorical devices; demonstrate effective use of sentence structure &amp; word choice</p> <p><b>W.11.4, W.11.5, &amp; W.11.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p><b>W.11.10 --</b> Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b>  <b>W.11.9 --</b> Use evidence from readings to support literary analysis and present argument</p>	<p>Comprehension &amp; Collaboration</p> <p><b>SL.11.1a &amp; b – Review of Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.11.1a -- *Mini- Seminars:</b> Engage students in partner and 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 the development of heroes and how fiction reflects culture/society</p> <p><b>SL.11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar:</b> Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p><a href="#">Click here for suggested texts.</a></p>	<p>Conventions of Standard English</p> <p><b>L.11.1, L.11.2, L.11.3 --</b> Use appropriate sentence structure to achieve purpose, avoiding comma splices and using commas properly with dependent clauses; use parallelism; demonstrate understanding of rhetorical devices.</p> <p><b>Knowledge of Language</b>  <b>L.11.3a --</b> Revise for content, paragraph organization and structure, and word choice</p>

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<p><u>Range of Reading</u> <b>RL.11.10</b>  <b>Poetry:</b> Epic of Beowulf &amp; other titles  <b>Short Stories</b>  <b>Mentor Texts:</b> Argument &amp; Literary Analysis  <b>*Independent Reading Choice:</b> Annotate for elements/devices studied in class; emphasis on cultural perspectives and factors that contribute to characterization.</p>	<p><u>Range of Writing</u> <b>W.11.10</b>                  Writing Workshop writing process, including reflections (portfolio)                  Responses to Literature                  Open-ended Questions                  Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.11.4</b>                  Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <b>L.11.4, L.11.5, L.11.6</b>                  Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>
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## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• How and why do good readers ask questions about the text they are reading?</li> <li>• How do conflicts shape and/or reflect society?</li> <li>• Why does the hero/villain archetype persist and what do they symbolize?</li> </ul>	<ul style="list-style-type: none"> <li>• How does employing textual evidence enhance a writer's claim?</li> <li>• How much detail do I need to support a point and achieve my purpose?</li> <li>• What can be learned from studying mentor texts?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world?</li> <li>• How can we synthesize views to achieve consensus in collaborative discussions?</li> </ul>	<ul style="list-style-type: none"> <li>• How does word choice affect a writer's message?</li> <li>• Which rhetorical devices best support argument writing?</li> <li>• How does parallelism help achieve purpose?</li> </ul>

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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. Acculturation
2. Adamant
3. Adulation
4. Adventitious
5. Adversary
6. Affliction
7. Altruistic
8. Anathema
9. Antithesis
10. Aplomb
11. Approbation
12. Archetype
13. Berate
14. Callow
15. Commiserate
16. Dauntless
17. Decadence
18. Decorum
19. Dexterous
20. Egregious
21. Elicit
22. Enjoin

23. Epitome
24. Equitable
25. Gauntlet
26. Gregarious
27. Implicit
28. Indigenous
29. Infallible
30. Intercede
31. Intrinsic
32. Inundate
33. Irrevocable
34. Lurid
35. Magnanimous
36. Meritorious
37. Munificent\*
38. Occult
39. Panacea
40. Paragon
41. Pernicious
42. Plight
43. Prerogative
44. Pretentious
45. Provincial
46. Regress
47. Reparation
48. Restitution
49. Salient
50. Sangfroid
51. Sepulchral
52. Solace

53. Stalwart
54. Staunch
55. Subordinate
56. Tenet
57. Ubiquitous
58. Unwieldy
59. Vehement
60. Zealot

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

1. alliteration
2. analogy
3. diction
4. epic
5. epic hero
6. kenning

# 11th Grade Curriculum Map, Unit 2

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

## Unit Summary: Argument & Research

This unit will utilize a variety of resources and media in order to prepare students for future college-level research writing. By close reading and analyzing satirical and argument texts from the 17th and 18th centuries and modern day, students will gain practice in identifying and evaluating author's use of structural and organizational strategies. In addition, these texts will also serve as practice in analyzing how argumentative techniques can work in and across genres. Students will apply what they learn from these close readings to their writing of a 3-5 page argument essay. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on expanding and developing their details and evidence in logical and organized ways as well as on honing their intentional use of tone and proper grammatical conventions. Students will conduct research and hone their annotation skills as they closely and critically read and evaluate their sources in order to garner text evidence to support of their arguments; 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 include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an argument essay.

## Essential Questions:

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

**How does an author use different writing styles to criticize and/or comment on historical happenings?**

**Why do some authors use literature as social commentary/criticism?**

**How did the works of various 17th and 18th century authors reflect historical and social aspects of the time?**

## Assessments:

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

1. **Writing Workshop (20%):** Argument Research Paper: Social Commentary
2. **Performance Assessment (10%):** *\*must align with RL.11.6/RI.11.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated to what is really meant (irony, sarcasm, etc.); determine an author's point of view or purpose in a text, analyzing how style and content contribute to the overall effect of the text*
3. **Mid-Year Benchmark Assessment (10%)**
4. **Vocabulary (10%)** Cumulative Assessment: [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:** related texts: from “A Vindication of the Rights of Women” (Wollstonecraft); “Speech Before Her Troops” (Queen Elizabeth I); from “Gulliver’s Travels” (Swift)

**Mentor & Seminar Texts:** Examples of argument writing in *Everything’s an Argument* and *Models for Writers* and “Too Many People Who Should Not Have Guns Do” (L.Pitts)

**Poetry:** “The Chimney Sweeper” (both versions) by William Blake; “The World is Too Much with Us” by William Wordsworth; “Eve’s Apology in Defense of Women” by Amelia Lanier; “To His Coy Mistress” by Andrew Marvell

**Multimedia:** scenes from *Braveheart*, excerpts from speeches in *The Last King of Scotland*

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument (Research)	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u></p> <p><b>Close Readings/Annotations</b>  <b>RL.11.2/RI.11.2 – Argument/Claim</b>                      Analyze claim and counterclaim and strength of support; cite textual evidence to support such analysis; analyze techniques of social commentary</p> <p><b>RL/RI.11.3: Development</b> Analyze how events interact and develop and impact the text</p> <p><b>RL.11.4 – Word Choice</b> Analysis of word choice for its effect on tone and author’s purpose</p> <p><b>RI.11.5 – Structure</b> Identify and assess the organization and development of argument</p> <p><b>RL.11.6/RI.11.6 – Point of View:</b> Analysis of social and historical perspective and its relationship to author’s purpose; analyze how style and content contribute</p> <p><b>RI.11.6 – Author Purpose:</b> Analysis of how author presents argument, including persuasive appeals and rhetorical strategies:</p> <p><b>Satire, Understatement, Exaggeration, and Hyperbole:</b> Identify its use and analyze its effect on author’s purpose</p>	<p><u>Text Types &amp; Purposes</u></p> <p><b>W.11.1 a-e -- Argument Writing</b> Present a social-commentary argument that analyzes and evaluates claims and counterclaims in order to answer a student-developed question.</p> <p><b>Writing Workshop.</b> Use mentor text essays and literature to note the structure and organization of argument; use notebooks entries to make connections among texts in this unit; compose short commentaries and editorials in response to current social issues. Include rhetorical devices; demonstrate effective use of sentence structure &amp; word choice</p> <p><b>W.11.4, W.11.5, &amp; W.11.6</b> – 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><b>W.11.7 &amp; W.11.8</b> Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p><b>W.11.10</b> -- Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b>  <b>W.11.9</b> -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p><u>Comprehension &amp; Collaboration</u></p> <p><b>SL.11.1a &amp; b – Practice with Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.11.1a -- *Mini- Seminars:</b> 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 argument and social commentary</p> <p><b>SL11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar:</b> Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p><a href="#">Click here for suggested texts.</a></p>	<p><u>Conventions of Standard English</u>  <b>L.11.1, L.11.2, L.11.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices.</p> <p><u>Knowledge of Language</u>  <b>L.11.3a</b> -- Revise argument writing for clauses/phrases, colons, compound-complex sentences, parallelism, hyphens, semicolons, spelling, and syntax.</p>

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and audience and overall effect.

**Verbal Irony** and **Sarcasm**: Identify its use and analyze its effectiveness

Range of Reading **RL.11.10**

**Poetry**: “The Chimney Sweeper” etc.

**Literary Excerpts**

**Mentor Texts**: Argument & Social Commentary

**\*Independent Research**: Annotate for main idea/claim, evidence and support; evaluate for reliability and usefulness; gather relevant evidence to support two sides of an argument.

Range of Writing **W.11.10**

Writing Workshop writing process, including reflections (portfolio)

Responses to Literature

Open-ended Questions

Annotations

Presentation of Knowledge & Ideas

**SL.11.4**

Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.

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.

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument (Research)	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• How do purpose and audience influence format and style?</li> <li>• How does writing style influence the overall impact?</li> <li>• Why do writers employ techniques such as satire?</li> <li>• How do we critically read and evaluate research?</li> <li>• How do we analyze the effectiveness of an argument?</li> </ul>	<ul style="list-style-type: none"> <li>• How does employing textual evidence enhance a writer’s claim?</li> <li>• How do I discern which and how many details will best support my claim?</li> <li>• What can be learned from studying mentor texts?</li> <li>• How do the various elements of writer’s craft work together to appeal to a particular audience?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we effectively discuss themes and craft to create better understanding of literature, ourselves, and our world?</li> <li>• How can we synthesize views to achieve consensus in collaborative discussions?</li> <li>• How does a speaker effectively convey ideas to an audience?</li> </ul>	<ul style="list-style-type: none"> <li>• How does word choice affect a writer’s message?</li> <li>• Which rhetorical devices best support argument writing?</li> <li>• How does connotation affect meaning?</li> </ul>

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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. Absolve
2. Abstemious
3. Ameliorate
4. Ascribe
5. Atone
6. Axiomatic
7. Beneficent
8. Cadaverous
9. Contingent
10. Corpulent
11. Cupidity
12. Desecrate
13. Dilatory
14. Disabuse
15. Disparity
16. Dissident
17. Enthrall
18. Espouse
19. Exhort
20. Expostulate
21. Extenuating
22. Facetious
23. Fastidious

24. Gist
25. Gossamer
26. Heresy
27. Hierarchy
28. Immutable
29. Imperceptible
30. Impetuous
31. Impugn
32. Incisive
33. Infringe
34. Ingratiate
35. Insinuate
36. Juxtapose
37. Knave
38. Lethargic
39. Nebulous
40. Nominal
41. Odium/Odious
42. Penury
43. Pillage
44. Precept
45. Punctilious
46. Recapitulate
47. Remonstrate
48. Reprove
49. Repudiate
50. Reverberate
51. Sanctimonious
52. Sedentary
53. Sordid
54. Specious
55. Stringent

56. Supposition
57. Surmise
58. Tenuous
59. Transient
60. Travesty

## Cumulative Test Word List

[English 3A & 3CP](#)

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

1. Hyperbole
2. Irony
3. Sarcasm
4. Satire
5. Understatement



# 11th Grade Curriculum Map, Unit 3

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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><u>Key Ideas &amp; Structure</u>  <b>RL &amp; RI.11.1/2 Central Ideas:</b> 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><b>RL/RI.11.4: Vocabulary &amp; Word Choice:</b> Identify content-specific words in nonfiction writing and connect to author’s purpose; analyze cumulative impact of word choice</p> <p><b>RI.11.5 Structure:</b> Analyze and evaluate an author’s structure/choice of genre for effectiveness</p> <p><b>RI.11.6 Style &amp; POV:</b> Analyze how narrative techniques contribute to the power of nonfiction text &amp; connect to the author’s perspective</p> <p><b>Vivid description</b></p> <p><b>Metaphor</b></p> <p><b>RI.11.7 Source Evaluation &amp; Integration:</b> Evaluate credibility of various informational sources presented in different formats</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.11.2a-f – Expository Writing</b>  <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><b>Writing Workshop:</b> 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><b>W11.4, W.11.5, &amp; W.11.6</b> – 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><b>W.11.7 &amp; W.11.8</b> Conduct research, develop and narrow inquiry, evaluate the credibility and reliability of various informational sources</p> <p><b>W.11.10</b> -- Portfolio Reflections</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>SL.11.1a &amp; b – Practie with Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.11.1a</b> -- <b>*Mini- Seminars &amp; Literature Circles:</b> 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><b>SL11.1 a-d, SL.11.4</b> -- <b>*Full-class Socratic Seminar:</b> 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><u>Conventions of Standard English</u>  <b>L.11.1, L.11.2, L.11.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of narrative techniques</p> <p><u>Knowledge of Language</u>  <b>L.11.3a</b> -- 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><b>RI/RL.11.9 Similar Topics/Same Period:</b> Look at different texts that deal with the same topic or event, but in different formats or from different perspectives.</p>	<p><b>Research to Build &amp; Present Knowledge W.11.9</b> -- Use evidence from readings to support literary analysis and to strengthen argument.</p>	<p>ideas of others; set individual and group goals</p>	<p><a href="#">Click here for suggested texts.</a></p>
<p><b>Range of Reading RL.11.10</b> <b>Poetry:</b> "To a Mouse," "To a Louse," "Jabberwocky" <b>Excerpts:</b> <i>from</i> Politics and the English Language <b>Mentor Texts</b> <b>Independent Reading:</b> novel choice from compiled list</p>	<p><b>Range of Writing W.11.10</b> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><b>Presentation of Knowledge &amp; Ideas SL.11.4</b> Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><b>Vocabulary Acquisition &amp; Use L.11.4, L.11.5, L.11.6</b> 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"> <li>• How does understanding a text's structure and a writer's craft reveal its meaning and contribute to critical responses to literature?</li> <li>• How does an author establish a tone and how does that tone impact the piece of writing?</li> <li>• How does diction and an awareness of connotation give a text a particular slant?</li> </ul>	<ul style="list-style-type: none"> <li>• How do narrative techniques improve non-fiction writing?</li> <li>• How does a writer establish tone to create a particular effect?</li> <li>• How does the use of textual evidence enhance a central claim?</li> <li>• How does a writer establish tone to create a particular effect?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we effectively discuss themes and craft to better understand literature, ourselves, and our world?</li> <li>• How can we synthesize views to achieve consensus in collaborative discussions?</li> <li>• How do we respectfully challenge the ideas of others?</li> </ul>	<ul style="list-style-type: none"> <li>• How can sentence structure and reflect the author's purpose?</li> <li>• How can intentional deviation from grammatical convention reflect author's purpose?</li> <li>• How do compound-complex sentences function in a text?</li> </ul>

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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

# 11th Grade Curriculum Map, Unit 4

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning, Unit 4](#)  
[Vocabulary](#)

## Unit Summary: The Human Condition: Analyzing the Language of Human Emotion & Experience

Now that students can identify craft, narrative structure, and make inferences regarding author's grammatical and diction choices, this unit will engage students in more complex and detailed texts. By closely reading and analyzing a variety of texts, including Shakespearean drama and British poetry, students will explore how authors capture different human emotions and experiences, such as the transition from innocence to experience, love, death, greed, religion, and the desire for power. In addition to content analysis, students will also analyze the effect of figurative language and other literary devices on the text as well as how and why authors take risks and break conventions when conveying their messages. In the writing process, which will include mentor texts, mini-lessons, writing conferences, and self and peer edits, students will also focus on narrative writing and the intentional use of varied writing techniques they've studied throughout the year. 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 a narrative essay; and include the study and imitation of mentor texts.

### Essential Questions:

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

**Why are some authors' works considered timeless?**

**How do authors use literary devices (symbolism, e.g.) to convey theme?**

**How are similar themes developed in various genres?**

**What do we learn by analyzing an author's use of language in a particular genre?**

**How do different interpretations of a text impact the overall effect of the story being told?**

### Assessments:

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

1. **Writing Workshop (10%):** Narrative writing
2. **Performance Assessment (20%)** \*must align with standard **RI/RL.11.7**: *Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play), evaluating how each version interprets the source text/Integrate and evaluate multiple sources of information in different media or formats to address a question*
3. **Teacher's Choice assessment (10%)** *should be aligned to NJLS and department goals (Socratic Seminar, Writing Workshop, Ind. Rdg., Vocabulary-in-Context)*
4. **Vocabulary Cumulative Assessment (10%)** [English 3A, 150 words](#); [English 3CP, 100 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).*

# 11th Grade Curriculum Map, Unit 4

2017-2018

Texts:

**Drama:** *Macbeth*, *Hamlet*, *Julius Caesar*, or *Taming of the Shrew*

**Suggested Poetry:** “To His Coy Mistress” (Marvell); “To Virgins, Make Much of Time” (Herrick); “The Passionate Shepherd to His Love” (Marlowe); “The Nymph’s Reply to the Shepherd” (Raleigh); “A Valediction: Forbidding Mourning” (Donne); “The Lamb” (Blake); “The Tyger” (Blake); “A Poison Tree” (Blake); “Death Be Not Proud” (Donne); “Elegy Written in a Country Courtyard” (Gray); “The Rime of the Ancient Mariner” (Coleridge); “The World is Too Much With Us” (Wordsworth); sonnets;

**Mentor Texts** – drawn from *10 Things Every Writer Needs to Know* (Anderson); *Write Like This* (Gallagher); *Everything’s an Argument*; excerpts from *The Book Thief & The Art of Racing* (pov); *The Fault in Our Stars* (dialogue); *Hard Times* (figurative language); *The Hunger Games* (pacing); *Neverwhere* (setting); *Kitchen Confidential* (tone)

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u></p> <p><b>RL.11.1/2 Central Ideas:</b> Determine two or more central ideas or themes related to human emotions and/or the human experience; analyze their development over the course of the text, using textual evidence as support</p> <p><b>RL.11.3: Author’s Choices/Story:</b> Analyze the impact of the author’s choices in developing or relating a drama, including setting, order of action, and character development</p> <p><b>RL.11.4: Vocabulary &amp; Word Choice:</b> Identify content-specific words in nonfiction writing and connect to author’s purpose; analyze cumulative impact of word choice in poetry and drama</p> <p><b>RL.11.5 Author’s Choices/Structure:</b> Analyze and evaluate an author’s poetic structure; analyze how structural choices contribute to the impact of the text</p> <p><b>RL.11.6 Style &amp; POV:</b> Analyze effect of irony, understatement, and/or sarcasm on point of view</p>	<p><u>Text Types &amp; Purposes</u></p> <p><b>W.11.3a-e – Narrative Writing</b></p> <p><i>Students will write a narrative essay that deals with one of the themes/ideas covered in this unit. They should write their essay from alternate point of view (one that is not their own) and include elements of narrative studied throughout the year, including dialogue and figurative language.</i></p> <p><b>Writing Workshop.</b> Use mentor text essays and literature to note the techniques that can be used to compose an effective narrative; use writers’ notebooks to practice taking grammatical and mechanical risks to achieve a desired effect</p> <p><b>W.11.4, W.11.5, &amp; W.11.6</b> – 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><b>W.11.10</b> -- Portfolio Reflections</p>	<p><u>Comprehension &amp; Collaboration</u></p> <p><b>SL.11.1a &amp; b – Practice with Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.11.1a -- *Mini- Seminars &amp; Literature Circles:</b> 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><b>SL.11.1 a-d, SL.11.4 -- *Full-class Socratic Seminar:</b> 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 ideas of others; set individual and</p>	<p><u>Conventions of Standard English</u></p> <p><b>L.11.1, L.11.2, L.11.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of narrative techniques and how to use sentence structure and punctuation to create an effect in writing</p> <p><u>Knowledge of Language</u></p> <p><b>L.11.3a</b> -- Revise narrative writing for compound-complex sentences/sentence variety, tone and word choice; break grammatical conventions to achieve an effect</p>

# 11th Grade Curriculum Map, Unit 4

2017-2018

<p><b>RL.11.7 Different Interpretations:</b> Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text</p>	<p><b>Research to Build &amp; Present Knowledge</b> <b>W.11.9</b> -- Use evidence from readings to support literary analysis</p>	<p>group goals  <a href="#">Click here for suggested texts.</a></p>	
<p><b>Range of Reading RL.11.10</b> Poetry Drama Nonfiction (seminar texts, supplemental texts) Mentor Texts Independent Reading</p>	<p><b>Range of Writing W.11.10</b> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><b>Presentation of Knowledge &amp; Ideas SL.11.4</b> Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><b>Vocabulary Acquisition &amp; Use L.11.4, L.11.5, L.11.6</b> 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 Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>How do the choices a writer makes regarding figurative language, diction, grammar, and mechanics affect the way we read and interpret text?</li> <li>Why do writers use metaphors? How does historical context affect our understanding of a story?</li> <li>Why would a poet choose the sonnet form?</li> <li>How do the characteristics of Renaissance poetry appear in different poems?</li> </ul>	<ul style="list-style-type: none"> <li>How do narrative techniques improve non-fiction writing?</li> <li>How does a writer establish tone to create a particular effect?</li> <li>How does the use of textual evidence enhance a central claim?</li> <li>How does a writer establish tone to create a particular effect?</li> </ul>	<ul style="list-style-type: none"> <li>How do we effectively discuss themes and craft to better understand literature, ourselves, and our world?</li> <li>How can we synthesize views to achieve consensus in collaborative discussions?</li> <li>How do we respectfully challenge the ideas of others?</li> </ul>	<ul style="list-style-type: none"> <li>How can sentence structure and reflect the author's purpose?</li> <li>How can intentional deviation from grammatical convention reflect author's purpose?</li> <li>How do compound-complex sentences function in a text?</li> <li>How does vocabulary study improve our abilities as readers and writers?</li> </ul>

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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. Abominable
2. Aggrandize
3. Amnesty
4. Anomalous
5. Aspersion
6. Atrophy
7. Autonomy
8. Bedlam
9. Brusque
10. Cajole
11. Castigate
12. Caveat
13. Circumvent
14. Contemptuous
15. Culpable
16. Deleterious
17. Disavow
18. Estranged
19. Evanescent
20. Exculpate
21. Expiate
22. Filch
23. Flout

24. Foil
25. Fortuitous
26. Harbinger
27. Heathen
28. Heinous
29. Ignoble
30. Imperial
31. Infirmary
32. Insurgent
33. Irresolute
34. Jocund
35. Knell
36. Masochist
37. Megalomania
38. Palpable
39. Peculate
40. Proclivity
41. Propitious
42. Pusillanimous
43. Rancor
44. Relegate
45. Reprobate
46. Repugnant
47. Reticent
48. Retrospect
49. Scathing
50. Seditious
51. Sedulous
52. Soporific
53. Subversive
54. Surreptitious
55. Sycophant

56. Valor
57. Vanquish
58. Vicarious
59. Vitriolic
60. Winsome

## Cumulative Test Word List

[English 3A](#)

[English 3CP](#)

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

1. elegy
2. sonnet