

Curriculum Map: Accelerated English 11

Meadville Area Senior High School

English Department

Course Description: This year long course is specifically designed for the student who intends to enroll in Advanced Placement courses and plans to pursue a college education. Emphasis is on grammar, composition, American literature, vocabulary, oral presentation and research. The course is designed to emphasize the connection between American literature across the ages to the students' modern day lives, events and world views. In grammar, the students will recall grammar from previous years and be required to work with ambiguous pronouns and faulty comparisons. In composition, the students will be required to write narrative, informational, persuasive, literary analysis, cause and effect, and compare and contrast compositions. In literature, the students will be required to know, comprehend, interpret, analyze, synthesize and evaluate fiction, nonfiction, poetry and drama within a historical context through writing and critical discussion. A summer reading accompanied by mandatory assignments is a requirement for the course. A research project/ paper is required to pass the course.

<u>Unit Title:</u>	Short story
<u>Suggested time frame:</u>	5-7 weeks
<u>Standards:</u>	<p>CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<u>Essential Questions:</u>	<p>How does interaction with the text promote thinking and response?</p> <p>How do authors convey purpose and meaning in literature?</p> <p>How does literature reflect the beliefs, ideas, and happenings of the era in which it is written?</p> <p>How do various literary criticisms impact the interpretation of text? How do these different interpretations affect the reader?</p> <p>How do the parts of the story and the techniques an author uses enhance a text?</p>

Competency	Vocabulary	Strategy	Resource
<p>Fiction –</p> <ul style="list-style-type: none"> ● Comprehend, interpret, analyze and evaluate author's technique before, during, and after reading; ● demonstrate fluency; ● classify works of literature from different cultures and time periods; 	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, connotation, personification, simile,	Independent reading, summative and formative assessments, whole class discussions, jigsaw discussion, fishbowl discussion, formal presentations, graphic	Various Outside Sources <i>Quest for Identity</i> Examples: "The Veldt," "Supertoys Last All Summer Long," "Robot Dreams," Grimm's Fairy Tales, "The Battler," "The Origin of Tularicito," "The Yellow

<ul style="list-style-type: none"> ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Non Fiction –</p> <ul style="list-style-type: none"> ● Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; ● demonstrate fluency; ● distinguish among facts, opinions, evidence, inference, and essential and non-essential information; ● examine author's bias ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence 	alliteration, symbolism, metaphor, hyperbole, imagery, allusion, motif, satire, irony, foreshadowing, flashback, literary criticism (formalist, biographical, historical/cultural, psychological, mythological/archetypal, philosophical, sociological)	organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, various other reading strategies	"Wallpaper," "A Rose for Emily," "The Jilting of Granny Weatherall," "An Occurrence at Owl Creek Bridge," "Rappuccini's Daughter," "Rip Van Winkle"
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Speaking and Listening – <ul style="list-style-type: none">• Use appropriate volume and clarity in formal speaking presentations• demonstrate awareness of audience when speaking• listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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<u>Unit Title:</u>	Poetry
<u>Suggested time frame:</u>	1 – 2 weeks
<u>Standards:</u>	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
<u>Essential Questions:</u>	<p>How does word choice affect the meaning of a poem?</p> <p>How do poets express self, identity and other themes within their work?</p> <p>How are literary devices used to enhance poetry and its meaning? (i.e., rhyme, meter, stanza, form, diction, imagery, figurative language)</p> <p>How have themes been utilized by American poets throughout the development of American poetry?</p>

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres; 	Figurative language, imagery, allegory, symbolism, satire, inference, rhyme, meter, scansion, alliteration, onomatopoeia, personification, metaphor, simile, hyperbole, poetic forms, sonnet, irony, foreshadowing, flashback, free verse, blank verse, allusion	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments, think aloud, analysis and synthesis with other text forms	Shakespearean Sonnets <i>Poetry: An Introduction</i> Various Outside Source

<u>Unit Title:</u>	Drama
<u>Suggested time frame:</u>	9-10 weeks
<u>Standards:</u>	<p>CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<u>Essential Questions:</u>	<p>How are historic, cultural, economic, religious, and ethnical aspects of a society reflected in a drama?</p> <p>How does drama differ from other literary genres?</p> <p>How does analyzing drama differ from analyzing other literary genres?</p>

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script; <p>Speaking and Listening –</p> <ul style="list-style-type: none"> Use appropriate volume and clarity in formal 	Stage directions, monologue, dialogue, soliloquy, dialect, chorus, genre, inference, aside	Read aloud, role playing, whole class discussion, fishbowl discussion, formative and summative assessments, think pair share, paraphrase, jigsaw discussion	<i>The Taming of the Shrew</i> by William Shakespeare <i>The Crucible</i> by Arthur Miller <i>A Streetcar Named Desire</i> by Tennessee Williams <i>All My Sons</i> by Arthur Miller

<ul style="list-style-type: none">speaking presentations● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			Various film adaptations
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<u>Unit Title:</u>	Novels
<u>Suggested time frame:</u>	14 - 15 weeks
<u>Standards:</u>	<p>CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<u>Essential Questions:</u>	<p>How do historical circumstances impact the author's choices and/or characters' decisions?</p> <p>How are larger social themes and philosophies reflected in literature?</p> <p>What make a novel a "classic?"</p> <p>How do various literary criticisms impact the interpretation and analysis of a text?</p> <p>How does a writer bring about societal change through their work?</p>

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none"> • Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency; • classify works of literature from different cultures and 	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, connotation, motif, author's	Independent reading, summative and formative assessments, whole class discussion, small group discussion, jigsaw discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-	<i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Adventures of Huckleberry Finn</i> by Mark Twain <i>The Scarlet Letter</i> by Nathaniel Hawthorne

<ul style="list-style-type: none"> time periods; • examine the important philosophical, religious, social, political, or ethical ideas of the time; • identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Non Fiction –</p> <ul style="list-style-type: none"> • Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; • examine author's bias • make inferences and draw conclusions; • analyze connections between literature and historical periods; • examine the important philosophical, religious, social, political, or ethical ideas of the time; • identify and analyze the differing characteristics of 	<p>purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism, allegory, historical/cultural context, literary criticism (formalist, biographical, historical/cultural, psychological, mythological/archetypal, philosophical, sociological), analyze, synthesize, evaluate, universal significance</p>	<p>word summary, anticipation guides, think-pair-share, Socratic Seminar, Padieia, anticipation guides, SQ3R, Web Quest, Mock Trial</p>	<p><i>Unbroken</i> by Laura Hillenbrand Summer Reading Choices Independent Student Selected Novel of recognized literary merit <i>Cold Sassy Tree</i> by Olive Ann Burns <i>The Magnificent Ambersons</i> by Booth Tarkington <i>Washington Square</i> by James Henry <i>Ethan Frome</i> by Edith Wharton <i>The Grapes of Wrath</i> by John Steinbeck</p>
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<p>literary genres and universal themes with textual evidence</p> <p>Speaking and Listening –</p> <ul style="list-style-type: none">● Use appropriate volume and clarity in formal speaking presentations● demonstrate awareness of audience when speaking● listen critically and respond to others in small and large group situation with appropriate questions, ideas, information, or opinions			
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<u>Unit Title:</u>	Research
<u>Suggested time frame:</u>	3-4 weeks
<u>Standards:</u>	CC.1.4.11-12: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
<u>Essential Questions:</u>	<p>How can our knowledge and use of the research process promote lifelong learning?</p> <p>How do we use information gained through research to expand knowledge of literature?</p> <p>How does looking at literature from different perspectives and writing about it change meaning?</p> <p>What are the common characteristics and techniques of scholarly research?</p> <p>What is literary analysis writing?</p>

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> ● Formulate a clear research question; ● Gather and evaluate information; ● Conduct inquiry-based research on topic; ● Evaluate sources; ● Synthesize information and data relevant to the topic; ● Distinguish between one's own ideas and the ideas of others; 	<p>Research, primary source, secondary source, types of sources (popular, credible, scholarly), bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context, classifying (more specific), categorizing (more general), sequencing, literary analysis, literary criticism</p>	<p>Note cards and source cards are optional</p> <p>Formal MLA Outline</p> <p>Rubric</p>	<p>Media Center resources</p> <p>Databases</p> <p>Websites</p> <p>Primary Source - Novel</p>

<ul style="list-style-type: none">● Make inferences and draw conclusions from research and analyzing primary text● Create a clear, complex thesis statement focused on the writing prompt			
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Unit Title: Mythology

Suggested Time Frame: 1-2 weeks

Standards: CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

- What are the common patterns and motifs found in myths?
- How do different cultures explain the beginning of the world, the origin of man, or natural phenomenon?
- How do ancient cultures affect our modern culture?
- How is mythology a study of “symbolic language?”
- How can knowledge and understanding of myth increase and deepen our understanding of diverse peoples and their literary works?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, and evaluate author's purpose before, during, and after reading; demonstrate fluency● classify works of literature from different cultures and time periods● examine the important philosophical, religious, social, political, or ethical ideas of the time	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia,	Various online resources

<ul style="list-style-type: none">Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence.	idea, narrator, symbolism, historical/cultural significance		
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<u>Unit Title:</u>	Grammar and Writing
<u>Suggested Time Frame:</u>	Throughout the year within the context of other units
<u>Standards:</u>	<p>CC.1.4.11.12: Writing: Students write for different purposes and audiences. Students write clear and focused text to covey a well-defined perspective and appropriate content.</p> <p>CC.1.5.11-12: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<u>Essential Questions:</u>	<p>How does writing help the reader better understand the nuances of a text?</p> <p>How does writing style (word choice, sentence structure...) influence argument and understanding?</p> <p>What are the common characteristics and techniques of good scholarly writing?</p> <p>What purposes does writing serve in the real world?</p>

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Recall 10th grade • Ambiguous pronouns • Faulty comparisons • Write poems, short stories, and plays with various organizational methods, literary elements and devices • Write complex information pieces that use precise language, primary/secondary sources • Write persuasive pieces using 	Parts of Speech - Coordinating, subordinating, and correlative conjunctions, verb tense (parallel), active and passive voice, pronoun usage/agreement, misplaced modifiers, ambiguous pronouns, faulty comparisons Punctuation – Basic punctuation, dashes, ellipses, brackets Mechanics and Other – acronyms, initialisms, idioms,	Worksheets, skill and drill, graphic organizer, bell ringers, online games, individual dry erase boards, partner and small group work, rubrics, brainstorming activities, self/peer editing	<i>Write Source – Orange</i> Online Resources

<p>rhetorical devices and persuasive strategies to support the main argument or positions and including a clearly stated position and including a clearly stated position, convincing and properly cited evidence that addresses reader's concern, counterclaims, biases, and expectations</p> <ul style="list-style-type: none"> ● Write with a clear focus while developing topic-appropriate content; create and revise to achieve appropriate style using a variety of sentence structures and word choices as well as tone and voice; use grade appropriate conventions when writing 	<p>clichés, colloquialism/dialect, argumentation</p>		
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