

Curriculum Map: English 11
Meadville Area Senior High School
English Department

Course Description: The course is designed for the student who plans to pursue a career, enlist in the military, or attend post secondary education immediately after graduation. Emphasis is on grammar, composition, American literature, vocabulary, oral presentation and research. During the course, the student is asked to compare themes in art and music to literary themes in order to develop a keener understanding of his/ her culture and other cultures. 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 understand the difference between formal and informal writing, and write narrative, informational, persuasive, and compare and contrast essays. In literature, the students will be required to know, comprehend, interpret, analyze, synthesize and evaluate fiction, nonfiction, poetry and drama.

Unit Title:

Short story

Suggested time frame:

2-4 weeks

Standards:

CC.1.2.11-12 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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.

Essential Questions:

How does the historical context of a work contribute to the theme of the work?

How do the literary devices in a story affect a reader's understanding of the work?

How do various literary criticisms impact the interpretation of a text?

What are the defining characteristics of various literary movements found within a story

Competency	Vocabulary	Strategy	Resource
<p>Fiction –</p> <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 time periods; ● examine the important 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>Nonfiction –</p> <ul style="list-style-type: none"> ● Comprehend and interpret author's purpose, author's effectiveness, bias, text organization and text structure before, during, and after reading; ● demonstrate fluency; ● distinguish among facts, opinions, evidence, inference, and essential and non-essential information; ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● examine the important religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres 	<p>Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar, personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback, Point of View, Mood, Tone, Diction, Syntax, Bias, Inference, Style, Voice, Propaganda, Fact/Opinion, Genre, Socratic Seminar</p>	<p>Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar.</p>	<p><i>American Literature for Life and Work</i></p> <p><i>Wide Open Spaces</i></p> <p><i>To Be a Hero</i></p> <p><i>Album USA</i></p> <p>Various outside resources</p>

and universal themes with textual
evidence

Unit Title:

Poetry

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.

Essential Questions:

How does the understanding of historical context and a poet’s life affect the reader’s understanding of a poem?

How does a poet use poetic devices to create certain effects in a poem?

How does the structure of a poem affect a reader’s understanding of the poem’s meaning?

What are the various defining elements of the types of poems and poetry?

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; ● Synthesize thematic concepts amongst literary genres. 	Figurative language, imagery, allegory, symbolism, satire, Genre, Inference, Socratic Seminar, personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback, free verse, blank verse, sonnets, scansion	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments.	<i>Timeless Voices, Timeless Themes</i> Poetryoutloud.org poetry.org Various outside sources.

Unit Title: Drama

Suggested time frame: 5 - 7 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.

Essential Questions:

What are the universal themes in a play, and how are they relevant to everyday life?

How has Shakespeare influenced contemporary language?

How does the historical context of the play contribute to the playwright's treatment of characters within a work?

What techniques of characterization does the playwright employ?

How does the structure of the play contribute to its overall meaning?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">Identify, interpret, and analyze how dramatic conventions support and enhance dramatic script;Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence	stage directions, monologue, dialogue, soliloquy, dialect, chorus, Genre, Inference, Socratic Seminar, aside, dramatic irony, tragedy, comedy, antihero, tragic hero, flat and round characters.	Read aloud, role playing, class discussion, formative and summative assessments, think pair share, fishbowl discussion.	NexText: <i>The Taming of the Shrew</i> Various film adaptations <i>Kiss Me Kate</i> (video supplement to Taming of the Shrew)

Unit Title:

Novels

Suggested time frame:

6 - 12 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.

Essential Questions:

- How does the historical context influence the author’s choices and/or characters’ decisions?
- How does the author employ literary devices to achieve certain effects in a novel?
- What lessons in morality are being conveyed through various novels?
- How do various literary criticisms affect the interpretation of a text?
- How do various novels reflect social circumstances of an era?

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 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 	Tone, Mood, Motif, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style, Inference, Genre, Socratic Seminar, personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire, irony, foreshadowing, flashback.	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, anticipation guides, think-pair-share, Socratic Seminar, anticipation guides.	NexText: <i>The Adventures of Huckleberry Finn</i> <i>It's a Matter of Trust</i> by Marcia Byalick <i>Seventeen Against the Dealer</i> by Cynthia Voigt <i>Winning</i> by Robin F. Brancato Various complementary nonfiction entries

textual evidence			
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Unit Title: Grammar and Writing

Suggested Time Frame: 4-6 weeks

Standards: **CC.1.4.11-12:** Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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:

Why is grammatically and syntactically correct language essential in conveying a writer’s thoughts and ideas?

Why is writing a critical component of cultural transmission?

How does a writer’s purpose influence word choice and syntax?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">Identify and correctly use parts of speech, punctuation, sentence structure, and mechanics. Introduce idioms, clichés and commonly confused words.Write poems, short stories, and plays with standard organizational methods, specific details, and dialogue to develop character and plot, write complex informational pieces that use precise language, primary/secondary sources, and make and support inferences with relevant and substantial evidence and details, identify	Affix, antonym, compare/contrast, connotation, explain, generalization, informational text, multiple-meaning words, prefix, sentence variety, suffix, summarize	Drafting, revising, peer-editing, skill-specific reviews.	<i>Write Source – Orange Edition</i> <i>Models for Clear Writing</i> <i>Writing Clear Essays, A Basic Reader for College Writers</i>

<p>and assess the impact of perceived ambiguities</p> <ul style="list-style-type: none">● develop a thesis for informational pieces● write with a clear focus● develop topic-appropriate content incorporating specialized vocabulary● design controlled and/or subtle organization with a sustained logical order and subtle transitions and include an effective introduction and conclusion● create, review, evaluate, revise, edit, and proofread writing to achieve appropriate style using precise language, action verbs, sensory details, appropriate modifiers, and the active voice use grade appropriate conventions when writing and editing (spelling, capitalization, punctuation, grammar, sentence formation).			
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Unit Title: Research

Suggested time frame: 4 - 6 weeks

Standards: 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.

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

Essential Questions:

Why is identifying one's bias a crucial element in constructing a persuasive text?

Why are scholarly reviewed sources essential in creating a sound persuasive argument?

How does an accurate evaluation of a target audience influence a researcher's efforts in gathering materials for a persuasive piece?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Focus on a clear research question;● Gather and evaluate information;● Conduct inquiry-based research on topic;● Evaluate sources;● Organize information and data relevant to the topic;● Distinguish between one's own ideas and the ideas of others;● Make inferences and draw conclusions from research;	research, primary source, secondary source, bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context critical listening, opinion, audience, volume, clarity, formal, synthesize	Note cards and/or outlining and/or listing, source cards, powerpoint/oral presentation, cue cards.	Media Center resources Databases The Online Writing Lab at Purdue University website Websites

<ul style="list-style-type: none">● Demonstrate the distinction between one's own ideas from the ideas of others● Employ appropriate rhetorical techniques to deliver an effective research-based persuasive speech			
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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:

How do mythological archetypes manifest in literature and other media?

What are the most common mythological allusions, and how do they influence the meaning of the work(s) they are in?

Has our contemporary society created a body of mythology?

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● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence.● Analyze and identify mythological archetypes amongst various myths.	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 idea, narrator, symbolism, archetypes	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, anticipation guides.	Various online resources <i>Myths and Their Meaning.</i>