

Curriculum Map: English 11 2020 - 2021

Course: ENGLISH 11 Sub-topic: English

Grade(s): 11

Course Description: This course includes a survey of American fiction and nonfiction, as well as an instructional strand in composition. A survey of writings and their histories is of special emphasis. Students participation in discussions, debates, and written responses are expected. Vocabulary and grammar acquisition are also important features of this course.

Course Textbooks, Workbooks, Materials Citations: This course utilizes vocabulary.com, IXL, as well as various internet sources for the short selections. The long selections are *The Crucible* by Arthur Miller, *April Morning* by Howard Fast, *The Adventures of Huckleberry Finn* by Mark Twain and *The Martian Chronicles* by Ray Bradbury.

Unit: Advancement of Vocabulary

Timeline: Week 1 to 33

Unit Description: This unit will be continuous throughout the course. Its purpose is to increase students' vocabulary acquisition.

Unit Essential Questions: Why learn new words?

What strategies and resources do I use to figure out unknown vocabulary?

How do learners develop and refine their vocabulary?

Unit Big Ideas: An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.

Unit Materials:

Chromebook

Vocabulary.com for Sadlier Oxford Level F as well as vocabulary from specific pieces

IXL Grade 11 - language arts - vocabulary skills section

Unit

Assignments: Students will complete practice exercises and quizzes on vocabulary.com.

Students will show mastery, at an individualized level, of assigned IXL vocabulary sections.

Unit Key

Terminology & Definitions : Prefix

Suffix

Root

Connotation

Denotation

Homophone

Nuance

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.J \(Advanced\)](#)

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.

(* standards consolidated from Topic level)

Topic: Units One through Fifteen Level F

Minutes for Topic: 1320

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.J \(Advanced\)](#) 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.

Unit: Reading Strategies Review and Advancement

Timeline: Week 1 to 35

Unit Description: This unit will be continuous throughout the year and will allow students the opportunity to both review and add to their reading skills.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?
What does a reader look for and how can she/he find it?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Unit Materials: Chromebook
IXL 11th Grade Language Arts - Reading Strategies

Unit Assignments: Completion of individualized IXL Reading Strategies sections.

Unit Key Terminology & Definitions : Figurative Language
Allusion
Point of View
Euphemism
Hyperbole
Oxymoron
Paradox

STANDARDS: STANDARDS
STATE: PA Core Standards (2014)
[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.
[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: Identify Narrative Point of View

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

Topic: Tone and Purpose

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

Topic: Allusion

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Figures of Speech

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit: Grammar Review and Advancement

Timeline: Week 1 to 35

Unit Description: This unit will provide an individualized review and advancement of grammar skills throughout the year.

Unit Essential Questions: How do learners make decisions concerning formal and informal language in social and academic settings?

How do grammar and the conventions of language influence spoken and written communication?

Unit Big Ideas: Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Unit Materials:

Chromebook

IXL language arts 11th grade - grammar and mechanics section

Unit Assignments: Students will show mastery, at an individualized level, of assigned IXL grammar sections.

Unit Key Terminology & Definitions : declarative

interrogative

imperative

exclamatory

fragment

run-on

indefinite pronoun

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

(* standards consolidated from Topic level)

Topic: Sentences, Fragments, and Run Ons

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Subject - Verb Agreement

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Commas

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Semicolons, colons, and commas

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Apostrophes

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Capitalization

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Phrases and Clauses

Minutes for Topic: 88

Topic: Pronouns

Minutes for Topic: 88

Topic: Verb Types and Tense

Minutes for Topic: 88

Topic: Dashes, Hyphens, and Elipses

Minutes for Topic: 88

Unit: Native American

Timeline: Week 4

Unit Description: This short unit allows students to explore the creation myths from Native American people across the United States with regard to similarities and differences. It also looks at the Iroquois Constitution from which the American Constitution descended.

Unit Essential: How do strategic readers create meaning from informational and literary text?

Questions: What is this text really about?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Unit Materials: The Earth on the Turtle's Back - <https://www.lessonsofourland.org/wp-content/uploads/2017/08/The-Earth-On-Turtles-Back.pdf>
When Grizzlies Walked Upright - http://www.olympen.com/pnkduurr/as2/3_native_myths_text.htm
The Sun, Moon, and Stars - <http://www.hanksville.org/voyage/stories/sunmoonandstars.php3>
The Iroquois Constitution
- https://ca01001129.schoolwires.net/cms/lib7/ca01001129/centricity/domain/221/the_iroquois_constitution.pdf

Unit Assignments: Students will read and discuss the three creation myths. They will complete a short writing assignment comparing and contrasting these.
Students will read and discuss the Iroquois Constitution.

Unit Key Terminology & Definitions : Onondaga
Modoc
Navajo
Iroquois
Origin Myths
Oral Tradition

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.3.11-12.H \(Advanced\)](#) 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.

(* standards consolidated from Topic level)

Topic: Mythology

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.H \(Advanced\)](#) 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.

Topic: Government

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Unit: Beginnings - 1750

Timeline: Week 5 to 9

Unit Description: This unit includes histories from various colonies and insight into the Puritans culminating with *The Crucible* as historical fiction on Salem.

Unit Essential Questions: What makes clear and effective writing?
Why do writers write?
What is the purpose?
Who is the audience?

How do strategic readers create meaning from informational and literary text?
How do readers know what to believe?

Unit Big Ideas: Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. Effective readers use appropriate strategies to construct meaning.

Unit Materials: from *The General History of Virginia* - <https://az02204140.schoolwires.net/cms/lib/AZ02204140/Centricity/Domain/3195/quarter%201/John%20Smith%201612.pdf>
from *Of Plymouth Plantation* - <https://www.muhsdk12.org/site/handlers/filedownload.ashx?moduleinstanceid=4199&dataid=8729&FileName=Of%20Plymouth%20Plantation.pdf>
Pilgrim vs Puritan - <https://www.newsweek.com/whats-difference-between-pilgrim-and-puritan-397974#:~:text=While%20both%20followed%20the%20teaching,They%20were%20labeled%20Separatists.>
The Crucible by Arthur Miller - <https://docs.google.com/viewer? a=v&pid=sites&srcid=amVmZmNvc2Nob29scy51c3xzGV5ZXJ8Z3g6MjYwNDRIZDBhYThmN2VkYw>
Audio Version by Audible.com
Film version Amazon Prime

Unit Assignments: Students will read and discuss the two personal narratives and will write a short response as the differences between the two.
Students will read the *Newsweek* article and will develop questions and answers from this reading.
Students will read *The Crucible* and discuss content questions. They will complete an assessment after each of the acts.

Unit Key Terminology & Definitions : Narrative Accounts
Puritan
Pilgrim
Drama

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

(* standards consolidated from Topic level)

Topic: Histories

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Topic: Puritan Influence

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: The Crucible

Minutes for Topic: 704

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

Unit: A Nation is Born

Timeline: Week 10 to 13

Unit Description: This unit includes historical figures and documents that shaped the beginning of the United States as a country culminating with *April Morning* as historical fiction on the fight for American Independence.

Unit Essential Questions: How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

What is the purpose?

Who is the audience?

What will work best for the audience?

Unit Big Ideas: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Materials: Benjamin Franklin

<https://www.history.com/topics/american-revolution/benjamin-franklin>

Writing of the Declaration of Independence

<https://www.history.com/topics/american-revolution/writing-of-declaration-of-independence>

The Declaration of Independence -

<https://www.archives.gov/founding-docs/declaration-transcript>

The Crisis, Number 1 -

http://www.gutenberg.org/files/3741/3741-h/3741-h.htm#link2H_4_0005

April Morning

https://file.largepdf.com/file/2019/09/16/April%20Morning_%20A%20Novel.pdf

Unit Assignments: Students will use the article on Benjamin Franklin as a starting point for small group research into some aspect of Franklin. This research will be presented to the class.

Students will read and discuss the article on the writing of the Declaration of Independence.

Students will look for persuasive techniques used in the Declaration of Independence.

Students will read *April Morning* and complete reading checks after the various sections.

Unit Key Terminology & Definitions : Age of Reason

Stamp Act

Aphorism

Persuasion

Charged Words

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.I (Advanced)	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.11-12.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: Benjamin Franklin

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Declaration of Independence

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Topic: The Crisis Number 1

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Topic: April Morning

Minutes for Topic: 440

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit: A Growing Nation

Timeline: Week 14 to 17

Unit This unit covers various American writers from 1800 through 1870 including Nathaniel Hawthorne,

Description: Edgar Allan Poe, and Herman Melville.

Unit How do strategic readers create meaning from informational and literary text?

Essential How does what readers read influence how they should read it?

Questions: How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

What do good listeners do?

How do active listeners make meaning?

How do active listeners know what to believe in what they hear?

Unit Big Effective readers use appropriate strategies to construct meaning.

Ideas: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Unit chromebook

Materials:

internet access

The Devil and Tom Walker - <http://nmi.org/wp-content/uploads/2015/01/1272.pdf>

audio - <https://youtu.be/8y-wrUdUvDQ> video - https://youtu.be/LXgjPti1Z_k

The Fall of the House of Usher - <file:///home/chronos/u-354275e971ed1fdd81ab43c5d7839da127c2b248/MyFiles/Downloads/the-works-of-edgar-allan-poe-055-the-fall-of-the-house-of-usher.pdf>

audio - <https://youtu.be/AEw10kztZBo>

The Minister's Black Veil

- <https://pdcrodas.webs.ull.es/fundamentos/HawthorneTheMinistersBlackVeil.pdf>

audio - <https://youtu.be/edUrB2awD5k>

Moby Dick - https://www.amazon.com/Part-1/dp/B07B8YWR3P/ref=sr_1_2?dchild=1&keywords=moby+dick&qid=1592317787&s=instant-video&sr=1-2

Self-Reliance

<https://archive.vcu.edu/english/engweb/eng372/selfques.htm> questions

<https://archive.vcu.edu/english/engweb/eng372/selfques.htm> marked copy of the essay

ESSAY ON CIVIL DISOBEDIENCE

<https://users.manchester.edu/Facstaff/SSNaragon/Online/texts/201/Thoreau,%20CivilDisobedience.pdf>

Emily Dickinson Selected Poems

<https://www.sjsu.edu/people/james.lindah/ courses/Hum2A/s2/Selected-Poems-by-Emily-Dickinsonn>

Unit Students will read, discuss, and complete reading checks on the short stories.

Assignments: Students will watch *Moby Dick* and complete a study guide with a focus on symbolism.

Students will read the transcendentalist essays and be able to discuss what features of the essays fit the transcendental movement.

Students will read through several Dickinson poems and will discuss human awareness.

Unit Key direct characterization

Terminology & Definitions indirect characterization

:

gothic

parable

symbol

transcendentalism

exact rhyme

slant rhyme

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) 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.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.3.11-12.G \(Advanced\)](#) 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.)

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: The Devil and Tom Walker

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.**Topic: The Fall of the House of Usher**

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.[CC.1.3.11-12.G \(Advanced\)](#) 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.)**Topic: The Minister's Black Veil**

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.**Topic: Moby Dick**

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) 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.**Topic: Transcendentalism**

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.**Topic: Poetry**

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) 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.**Unit: Division, Reconciliation, and Expansion**

Timeline: Week 18 to 24

Unit**Description:** This unit covers historical accounts and fictional writings from the 1870s through 1914. It will culminate with *The Adventures of Huckleberry Finn*.**Unit****Essential Questions:**

How do strategic readers create meaning from informational and literary text?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

What do good listeners do?

How do active listeners make meaning?

How do active listeners know what to believe in what they hear?

Unit Big**Ideas:**

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Unit Materials:

An Episode of War - <https://americanliterature.com/author/stephen-crane/short-story/an-episode-of-war>

audio - <https://youtu.be/rwkPmxg-aR0>

Willie has Gone to War - <http://www.stephen-foster-songs.de/foster039.htm>

audio - <https://youtu.be/gB-6GNIr7t4>

Swing Low Sweet Chariot - https://www.google.com/search?q=swing+low+sweet+chariot+lyrics&rlz=1CASQGI_enUS759US759&aq=chrome.3.0j46j69i57j0i5.5262j1j1&sourceid=chrome&ie=UTF-8&safe=active&ssui=on&surl=1

audio - <https://youtu.be/ljup8cIRzIk>

Go Down Moses - https://www.google.com/search?q=go+down+moses+lyrics&rlz=1CASQGI_enUS759US759&aq=chrome.2.69i57j46j0j46j0i2j46j69i64.5085j0j1&sourceid=chrome&ie=UTF-8&safe=active&ssui=on&surl=1

audio - <https://youtu.be/vf6jBP4YXwo>

An Occurrence at Owl Creek Bridge - https://loa-shared.s3.amazonaws.com/static/pdf/Bierce_Owl_Creek_Bridge.pdf

audio - <https://youtu.be/bikBO7DKcXA>

The Outcasts of Poker Flat - <http://www.public-library.uk/ebooks/91/72.pdf>

audio - <https://youtu.be/S9pPF3Jf1c8>

The Adventures of Huckleberry Finn - <http://www.gutenberg.org/ebooks/76>

audio - audible.com and <https://youtu.be/uy1lzFu34Xo>

The Adventures of Huckleberry Finn - <http://www.gutenberg.org/ebooks/76>

audio - audible.com and <https://youtu.be/uy1lzFu34Xo>

The Story of an Hour - https://my.hrw.com/support/hos/hostpdf/host_text_219.pdf

Unit Assignments: Students will read, discuss, and complete reading checks on the various materials in this unit.

Unit Key Terminology & Definitions

realism

naturalism

:

call and response

stream-of-consciousness

regionalism

dialect

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.11-12.A \(Advanced\)](#) 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.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.3.11-12.G \(Advanced\)](#) 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.)

[CC.1.3.11-12.H \(Advanced\)](#) 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.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: Civil War

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Topic: Spirituals

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.H \(Advanced\)](#) 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.

Topic: Frederick Douglas

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: An Occurrence at Owl Creek Bridge

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.G \(Advanced\)](#) 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.)

Topic: The Outcasts of Poker Flats

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

Topic: Mark Twain - Huck Finn

Minutes for Topic: 880

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) 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.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

Topic: The Story of an Hour

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit: Disillusion, Defiance, and Discontent

Timeline: Week 25 to 28

Unit Description: This unit covers historical accounts and fictional writings from the first world war up through the end of the second world war.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?
How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?
What do good listeners do?
How do active listeners make meaning?
How do active listeners know what to believe in what they hear?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Unit Materials: World War I prime video
- https://www.amazon.com/gp/video/detail/B074Q2RML2/ref=atv_dp_b00_det_c_UTPsmN_1_3
A Rose for Emily - <http://www.cje.ids.czest.pl/biblioteka/7117936-A-Rose-for-Emily.pdf>
audio - <https://youtu.be/6dI6UOXYjB4>
The Turtle - <http://www.olympen.com/pnkduurr/as/unit2turtle.htm>
A Jury of Her Peers - <http://nmi.org/wp-content/uploads/2015/01/1345.pdf>
audio - <https://youtu.be/00qLXrNp4sQ>

Unit Assignments: Students will read, discuss, and complete reading checks on the various materials in this unit.

Unit Key Terminology & Definitions: jazz age
economic depression
suffrage
modernism
imagism

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: World War I

Minutes for Topic: 176

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Faulkner

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Steinbeck

Minutes for Topic: 88

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.**Topic: A Jury of Her Peers****Unit: 1946 - Present**

Timeline: Week 29 to 35

Unit Description: This unit covers a modern novel. It shows the themes of modern society.**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does interaction with text provoke thinking and response?

How do readers know what to believe in what they read, hear and view?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.

Unit Materials: The Martian Chronicles - https://knigger.org/bradbury/the_martian_chronicles/lang/en/

audio version - audible.com

Unit Assignments: Students will listen to/ read the novel, answer the questions for each section, and participate in class discussion.

Students will take a short reading check on each section prior to discussion.

Unit Key Terminology & Definitions : science fiction
cold war**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) 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.[CC.1.3.11-12.B \(Advanced\)](#) 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.[CC.1.3.11-12.I \(Advanced\)](#) 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.[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(* standards consolidated from Topic level)

Topic: Ray Bradbury - The Martian Chronicles

Minutes for Topic: 660

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.11-12.A \(Advanced\)](#) 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.
- [CC.1.3.11-12.B \(Advanced\)](#) 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.
- [CC.1.3.11-12.I \(Advanced\)](#) 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.
- [CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.