

11th Grade Curriculum Mapping
Heather Andera

Unit: The American Dream		<i>August-October</i>
Standards Taught		
• 11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain • 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis • 11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. • 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. • 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text. • 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. • 11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. • 11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i> • <i>Compare and contrast short stories and the stories of immigrants</i>

		<i>to those of other Americans.</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic reading skills</i> <i>Plot</i>	<i>Plot</i> <i>Characterization</i> <i>Imagery</i> <i>Mood</i> <i>Tone</i> <i>Style</i> <i>Structure</i> <i>Symbolism</i> <i>Foreshadowing</i> <i>Theme</i> <i>Reading Strategies</i> <i>Book Vocabulary</i> <i>Body Biographies</i> <i>Static</i> <i>Dynamic</i> <i>Vice</i>	<i>Journals</i> <i>Reading Questions</i> <i>Quizzes</i> <i>Assessments</i> <i>Character Analysis Project</i> <i>Character Compare and Contrast</i>
Reflection: This unit is great for challenging students and getting them to think beyond the text. With this text, students can make text to self and text to world connections to help strengthen the ideas within the text.	Essential Questions: • <i>What is the American Dream and how does it change?</i> • <i>How does an author's personal life reflect in novels?</i> • <i>What is the theme of the text and how do you provide evidence to prove it?</i> • <i>How do characters change the course of a story?</i>	
Relevance	Students are able to expand their thinking in terms of characters within a text. This American classic covers a variety of literary forums.	

Unit: A Christmas Carole	<i>November –December</i>
Standards Taught	
• 11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain • 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis	

• 11-12.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. • 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. • 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text. • 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • 11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic reading skills</i> <i>Plot</i> <i>Characterization</i>	<i>Book Vocabulary</i> <i>Plot</i> <i>Characterization</i> <i>Mood</i> <i>Tone</i> <i>Body Biographies</i> <i>Theme</i> <i>Universal Themes</i>	<i>Journals</i> <i>Reading Questions</i> <i>Quizzes</i> <i>Assessments</i> <i>Character Analysis Project</i>
Reflection:	Essential Questions:	
This unit focuses on universal themes within the text. It also focuses on various mediums that have adopted a similar story.	• <i>How does your past impact your future?</i> • <i>How does a character develop throughout a text?</i> • <i>What changes a character’s goals and motivations?</i> • <i>What is a theme?</i> • <i>What is a universal theme?</i>	

Relevance	This unit focuses on universal themes within the text. It also focuses on various mediums that have adopted a similar story.
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Unit: Grammar Chapter 10		<i>January</i>
Standards Taught		
11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 11-12.L.6 Acquire and accurately use general academic and subject-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.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <i>Do Now/Bell Ringer Exercises/Journals</i> <i>Assignments which corresponded with the lesson.</i>

		• <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic parts of speech</i>	<i>Nouns</i> <i>Verbs</i> <i>Adjectives</i> <i>Adverbs</i>	<i>Do Nows</i> <i>Exit Slips</i> <i>Grammar Worksheets</i> <i>Quizzes</i> <i>On Demand Writing Activities</i>
Reflection: This unit was a good refresher on the basic parts of speech.	Essential Questions: • <i>What is a noun?</i> • <i>What is a verb?</i> • <i>What is an adjective? What do adjectives do?</i> • <i>What is an adverb? What do adverbs do?</i> • <i>How can we use adjectives and adverbs to strengthen our writing?</i>	
Relevance	This unit was a good base for future grammar lessons.	

Unit: Grammar Chapter 11	<i>January</i>
Standards Taught	
• 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) • 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis • 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. • 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	

11-12.L.6 Acquire and accurately use general academic and subject-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.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <i>Do Now/Bell Ringer Exercises/Journals</i> <i>Assignments which corresponded with the lesson.</i> <i>Assessments</i> <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic parts of speech</i>	<i>Subject</i> <i>Predicate</i> <i>Subject Complements</i> <i>Direct Objects</i> <i>Indirect Objects</i>	<i>Do Nows</i> <i>Exit Slips</i> <i>Grammar Worksheets</i> <i>Quizzes</i> <i>On Demand Writing Activities</i>
Reflection: This unit was good to use to understand how parts of speech have different jobs.	Essential Questions: <i>What is a subject?</i> <i>What is a predicate?</i> <i>What is a subject complement?</i> <i>What is a direct object?</i> <i>What is an indirect object?</i> <i>How do complements play a role in our writing?</i>	
Relevance	This unit was useful to show students how they use complements in their writing.	

Unit: Grammar Chapter 12	<i>February</i>
Standards Taught	
11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 11-12.L.6 Acquire and accurately use general academic and subject-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.		
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<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various skills students completed:</i> <i>Do Now/Bell Ringer Exercises/Journals</i> <i>Assignments which corresponded with the lesson.</i> <i>Assessments</i> <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic parts of speech Complements</i>	<i>Prepositions Prepositional Phrases Appositives Infinitives Participles Gerunds</i>	<i>Do Nows Exit Slips Grammar Worksheets Quizzes On Demand Writing Activities</i>
Reflection: This unit helped students see how we use different phrases as well as how to avoid writing fragments.	Essential Questions: <i>What is a preposition?</i> <i>What is a prepositional phrase?</i> <i>What is an appositive?</i> <i>What is a gerund?</i> <i>What is a participle?</i>	

	• <i>What is an infinitive?</i> • <i>How do we use verbals and phrases in our writing?</i>
Relevance	This unit was helpful in understanding what a sentence is and isn't. Students started to see how they were writing in fragments instead of complete sentences.

Unit: Grammar Chapter 13		<i>March-April</i>
Standards Taught		
• 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) • 11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis • 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. • 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • 11-12.L.6 Acquire and accurately use general academic and subject-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.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is</i>	<i>To practice the various skills students completed:</i> • <i>Do Now/Bell Ringer Exercises/Journals</i>

	<i>structured and has rules and procedures in place.</i>	• <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Basic parts of speech</i> <i>Complements</i> <i>Phrases</i>	<i>Clauses</i> <i>Sentence Types</i> <i>(Declarative, Interrogative, Imperative, Exclamatory)</i> <i>Sentence Structure (Simple, Compound, complex, compound complex)</i>	<i>Do Nows</i> <i>Exit Slips</i> <i>Grammar Worksheets</i> <i>Quizzes</i> <i>On Demand Writing Activities</i>
Reflection: This unit was useful to students in terms of punctuation and fluency. Students learned more how to use a variety of sentence types to strengthen their writing.	Essential Questions • <i>What is a clause?</i> • <i>What is a main clause?</i> • <i>What is a subordinate clause?</i> • <i>What is an adjective clause?</i> • <i>What is an adverb clause?</i> • <i>What is a noun clause?</i> • <i>What is a declarative sentence?</i> • <i>What is an imperative sentence?</i> • <i>What is an interrogative sentence?</i> • <i>What is an exclamatory sentence?</i> • <i>What is a simple, compound, complex, and compound-complex sentence?</i> • <i>How do we use a variety of sentence types in our writing?</i>	
Relevance	This unit showed students how sentence fluency impacts the overall effectiveness of their writing.	

Unit: Catching Fire	<i>April-May</i>
Standards Taught	
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• 11-12.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. • 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. • 11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text. • 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience • 11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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Prior Knowledge Needed	Vocabulary	Assessments
<i>Reading Skills Listening Skills Plot Basics</i>	<i>Structure Plot Plot Points Climactic vs. Episodic Plot Structure Protagonist Antagonist Symbolism Foreshadowing</i>	<i>Journals Main Idea Concepts/Notes Quizzes Writing Assessments Final Test</i>
Reflection: This unit showed how well students could work on their own while reading a novel.	Essential Questions: • <i>How can one person impact a whole nation?</i> • <i>What is structure?</i> • <i>What is the difference between episodic and climactic plot structure?</i>	

This was a great book study unit.	• <i>What is symbolism?</i> • <i>What is plot?</i> • <i>What is foreshadowing?</i>
Relevance	This unit used a variety of literary devices and put students in charge of their own reading.