

English 11R and H Curriculum Map 2024-2025
[Resource Page Link](#)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Title	Literary Analysis	Narrative	Research Simulation Task	Argument
End of Unit Performance Task(s)	Literary Analysis: Identify the central idea in one of the texts. How does the author’s use of a writing strategy develop the central idea of one of the texts?	Narrative: Write a narrative using the structure and techniques used in <i>Narrative of the Life of Frederick Douglass</i> or any of the required texts as guidelines.	Research Paper: Choose an American author or poet. Analyze and evaluate how his or her work explores the concept of the American dream. Students will cite multiple literary criticisms and the text in their analysis. OR Research the concept of the American dream in popular culture and current events. Develop a claim about the American Dream. Students will cite published news articles and editorials. ** If you choose a research paper to be an argument for the third quarter, the fourth quarter will be a literary analysis.	Argument: Write a source based argument on one of the social issues addressed in the essential questions/enduring understandings from the entire curriculum. **If you already did the argument in the third quarter, you may do a literary analysis in the fourth quarter.
Essential Questions/ Essential Understandings	To what extent do competing values impede upon or shape the American Dream?	How do race, gender, and economic status affect one’s social standing in America?	What are the vices and virtues of the American Dream?	How has America failed to deliver its promise to its citizens?

English 11R and H Curriculum Map 2024-2025
[Resource Page Link](#)

<p>Texts</p>	<p>Required Texts: Fiction <i>-The Scarlet Letter</i> by Nathaniel Hawthorne (Honors) <i>-The Crucible</i> by Arthur Miller (Honors and Regents)</p> <p>Supplemental Texts: Poetry (Honors and Regents) "Let America Be America Again" by Hughes "America I Sing Back" by Allison Adelle Hedge Coke "A Chicano Poem" by Lorna Dee Cervantes "Bury Me in a Free Land" or "Learning to Read" by Frances Ellen Watkins Harper</p> <p>Non-fiction <i>-Excerpts, Indigenous History of the United States</i> by Roxanne Dunbar-Ortiz <i>-Lean In/Option B</i> by Sheryl Sandberg (Excerpts) Excerpt from The Wordy Shipmates by Sarah Vowell "Walden" by Henry David Thoreau (1854) (Honors) "Society and Solitude" or "Nature" by Ralph Waldo Emerson (1857) (Honors)</p> <p>Poetry "A Delaware Indian Legend" by Richard Calmit Adams "Looking for Omar" by E. Ethelbert Miller</p> <p>Film <i>-History Channel Documentary: "The Salem Witch Trials"</i> <i>-Into the Wild</i>, film by Sean</p>	<p>Required Texts: Fiction <i>Kindred</i> by Octavia Butler 580 L (Honors and Regents)</p> <p>Supplemental Texts: <i>-Fences</i> by August Wilson 550L <i>-A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>Nonfiction <i>-Excerpts from Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (1180) (Honors and Regents) <i>-Article "The Idea of America"</i> by Nikole Hannah-Jones from <i>The NYT Magazine</i> <i>-"Query XVIII Manners" from Notes on the State of Virginia</i> by Thomas Jefferson <i>-"The Legacy of Japanese Internment Lives on in Migrant Detention"</i> by Jared Keller (Honors and Regents) or <i>-"Why Citing the Japanese Internment as a 'Precedent' for a Muslim Registry is so Alarming"</i> by Lily Rothman (Honors and Regents)</p> <p>Documentary <i>-HBO's "Unchained Memories"</i></p> <p>Non-fiction <i>-"Declaration of Sentiments of Women"</i> (Seneca Falls Convention) by Elizabeth Cady Stanton "Learning to Read" by Malcolm X (50 Model Essays) 1410L</p> <p>Poetry "We Wear the Mask" and "Sympathy" by Paul Laurence Dunbar 970L "The Mask" by Maya Angelou (also available as spoken word from BET Awards) "Caged Bird" by Maya Angelou "Harlem" and "Mother to Son" by Langston Hughes 460L-880L</p>	<p>Required Text: Fiction <i>The Great Gatsby</i> by F. Scott Fitzgerald (Honors and Regents)</p> <p>Supplemental Texts:</p> <p>NonFiction "Rethinking the American Dream" by David Kamp Vanity Fair (2009) 1660L Address to the Commonwealth Club of California, 1984 by Cesar Chavez Excerpts from American Like Me by America Ferrera Hills Like White Elephants by Ernest Hemingway 670L "Keeping the American Dream Alive" by Jon Meacham 1310L</p> <p>Poetry "Mending Wall" by Robert Frost "The Hollow Men" (1870) or "The Love Song of J. Alfred Prufrock" by T. S. Eliot* (Honors)</p> <p>Film History.com's "The Century: America's Time" 1920-1929: Boom to Bust</p>	<p>Required Texts: Fiction <i>Girl in Translation</i>, Jean Kwok (Honors and Regents) -OR- <i>Beautiful Country</i>, Qian Julia Wang (Honors and Regents) (Currently Reviewing as a Text Choice)</p> <p>Supplemental Texts:</p> <p>Excerpts from <i>The Things They Carried</i> by Tim O'Brien "Who Said it Was Simple" by Audre Lorde</p> <p>Nonfiction "When I Think of Tamir Rice While Driving" by Reginald Dwayne Betts <i>The Glass Castle</i> by Jeannette Walls</p> <p>"Holy Rage: Lessons from Standing Rock" by Louise Erdrich "I Just Wanna Be Average" by Mike Rose 1260L</p> <p>Poetry "Those Winter Sundays" by Robert Hayden 1150L "Deportation Letter" by Javier Zamora</p> <p>Film <i>Dear America: Penn Letters from Vietnam</i> (Film)</p>
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English 11R and H Curriculum Map 2024-2025
[Resource Page Link](#)

Content Connections(SS)	SS: Puritanism, Transcendentalism	SS: Slavery, Women's Rights, Poverty	SS: Consumerism; The Roaring Twenties	SS: War, Social Status
Reading Standards Across Units	<p>NGLS 11-12 R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>NGLS 11-12 R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)</p> <p>NGLS 11-12R3: In literary texts, analyze the impact of author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p>			
Reading Standards Central to Unit	<p>NGLS 11-12R4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.</p> <p>NGLS 11-12R5. In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</p> <p>NGLS 11-12R6. Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p>	<p>NGLS 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p> <p>NGLS 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>NGLS 11-12R5. In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</p> <p>NGLS 11-12R6. Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p>	<p>NGLS 11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) AND In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)</p> <p>NGLS 11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)</p> <p>NGLS 11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p>	<p>NGLS 11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) AND In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)</p> <p>NGLS 11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)</p>
Writing Standards Across Units	<p>NGLS 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NGLS.11-12W5. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
Writing Standards Central to Unit	<p>NGLS 11-12 W1. Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>NGLS 11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>NGLS 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating</p>	<p>NGLS 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</p>

English 11R and H Curriculum Map 2024-2025

[Resource Page Link](#)

			<p>understanding and analysis of the subject under investigation.</p> <p>NGLS 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	through the effective selection, organization, and analysis of content.
Speaking/Listening Standards Across Units	<p>NGLS 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p> <p>NGLS 11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			
Speaking/Listening Standards Central to Unit	<p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>NGLS 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>NGLS 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p>	<p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>NGLS 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>
Grammar Skills Central to Unit	<p>Sadlier-Oxford Level Green</p> <p>Chapter 8: Clauses: Sentence Structure and Parallel Structure</p> <p>Chapter 9: Verbs - Tense, Active Voice, and Subjunctive Mood.</p>	<p>Sadlier-Oxford Level Green</p> <p>Chapter 10: Subject-Verb Agreement</p> <p>Chapter 11: Using Pronouns</p>	<p>Sadlier-Oxford Level Green</p> <p>Chapter 12: Using Modifiers</p>	<p>Sadlier-Oxford Level Green</p> <p>Chapters 13 and 14: Mechanics- Punctuation</p>
Vocabulary Focus	<p>Sadlier Vocabulary Workshop, Level F Units 1-4</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level F Units 5-8</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level F Units 9-12</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level F Units 13-15</p> <p>Vocabulary embedded in anchor texts</p>
Language Standards Across Unit	<p>NGLS L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p> <p>NGLS L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p>			
Language Standards	<p>NGLS 11-12L3: Apply knowledge of language to understand how language</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different</p>

English 11R and H Curriculum Map 2024-2025
[Resource Page Link](#)

Central to Unit	<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Increasing Text Complexity (Lexile Bands)	<p>1215 -1355</p> <p>* Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355</p> <p>* Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355</p> <p>* Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355</p> <p>* Exemplar Grade 11 CCR Appendix B</p>