

**English 11R and H Curriculum Map  
2020-2021**

	Unit 1/Quarter 1	Unit 2/Quarter 2	Unit 3/Quarter 3	Unit 4/Quarter 4
Title	Literary Analysis	Narrative	Research Simulation Task	Argument
<b>End of Unit Performance Task(s)</b>	<b>Literary Analysis:</b> 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?	<b>Narrative:</b> 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.	<b>Research Paper:</b> 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. <b>OR</b> 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. <b>OR</b> Using comparison structure, write an essay comparing American values to those of other countries. Students will cite published news articles and editorials.	<b>Argument:</b> Write a source based argument on one of the social issues addressed in the essential questions/enduring understandings from the entire curriculum.
<b>Essential Questions/ Essential Understandings</b>	<b>To what extent do competing values impede upon or shape the American Dream?</b> <ul style="list-style-type: none"> <li>America’s Puritan heritage provided the ideological building blocks for the nation to grow.</li> <li>Americans have struggled to come to terms with the negative aspects of its Puritan past (intolerance, punishment, fear).</li> <li>Public humiliation and scapegoating have been highly controversial and acceptable forms of punishment throughout American history.</li> <li>Transcendentalist writers challenged Puritan ideology and ushered in an intellectual revolution that has shaped America’s identity.</li> </ul>	<b>How do race, gender, and economic status affect one’s social standing in America?</b> <ul style="list-style-type: none"> <li>The Republican principles of the Founding Fathers that led to the American Revolution were not practiced toward all Americans.</li> <li>Slavery was a cruel and dehumanizing institution.</li> <li>The experience of immigrants and people of color in America differ greatly from their anglo-saxon counterparts.</li> <li>The complex role women and people of color play in a changing American landscape.</li> <li>The challenges of poverty can be overcome not only by individual perseverance and self-reliance but also through effective government policy.</li> </ul>	<b>What are the vices and virtues of the American Dream?</b> <ul style="list-style-type: none"> <li>The belief that any person can improve his or station in life through diligence, hard work and perseverance continues to be a cornerstone of the American Dream.</li> <li>The Industrial Revolution, World War I, consumerism, and the growth of cities radically changed the core values of many Americans; this change is reflected in the sense of alienation and rejection of tradition in literary modernism.</li> <li>Americans increasingly associate achieving the American dream with achieving wealth rather than personal or family happiness.</li> <li>Social status becomes increasingly important to many Americans.</li> </ul>	<b>How has America failed to deliver its promise to its citizens?</b> <ul style="list-style-type: none"> <li>The idealism of the American Dream is in conflict with the harsher realities of American life.</li> <li>The promise of easy success is a myth.</li> <li>America’s soldiers carry the burden of war and many become alienated from their fellow Americans.</li> </ul>
<b>Texts</b>	<b>Required Texts:</b> <b>Fiction</b> <i>The Scarlet Letter</i> by Nathaniel Hawthorne (Honors) <i>The Crucible</i> by Arthur Miller (Regents)  <b>Poetry</b> (Honors and Regents) <a href="#">"Let America Be America Again"</a> by Hughes <a href="#">"America I Sing Back"</a> by Allison Adelle Hedge Coke <a href="#">"A Chicano Poem"</a> by Lorna Dee Cervantesn <a href="#">"Bury Me in a Free Land"</a> or <a href="#">"Learning to Read"</a> by Frances Ellen Watkins Harper	<b>Required Texts:</b> <b>Fiction</b> <i>Kindred</i> by Octavia Butler 580 L (H & R) <b>Nonfiction</b> Excerpts from <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (1180) (Honors and Regents) Article <a href="#">“The Idea of America”</a> by Nikole Hannah-Jones from <i>The New York Times Magazine</i> <b>The 1619 Project</b> <a href="#">“Query XVIII Manners” from Notes on the State of Virginia</a> by Thomas Jefferson <a href="#">“The Legacy of Japanese Internment Lives on in Migrant Detention”</a> by Jared Keller (H&R) or <a href="#">“Why Citing the Japanese Internment as a ‘Precedent’ for a Muslim Registry is so Alarming”</a> by Lily Rothman (Honors and Regents) <b>Podcast:</b> <a href="#">"1619"</a> Episode 1	<b>Required Text:</b> <b>Fiction</b> <i>The Great Gatsby</i> by F. Scott Fitzgerald  <b>Nonfiction</b> <a href="#">“Rethinking the American Dream” by David Kamp Vanity Fair</a> (2009) 1660L  <a href="#">Address to the Commonwealth Club of California, 1984</a> by Cesar Chavez  <a href="#">Excerpts from American Like Me</a> by America Ferrera	<b>Required Texts:</b> <b>Fiction</b> <i>Girl in Translation</i> , Jean Kwok  Excerpts from <i>The Things They Carried</i> by Tim O’Brien  <a href="#">“Who Said it Was Simple”</a> by Audre Lorde  <b>Nonfiction</b> <a href="#">“When I Think of Tamir Rice While Driving”</a> by Reginald Dwayne Betts

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<p style="text-align: center;"><b>Supplemental Texts</b></p>	<p><b>Supplemental Texts:</b> <b>Non-fiction</b> Excerpts, <i>Indigenous History of the United States</i> by Roxanne Dunbar-Ortiz</p> <ul style="list-style-type: none"> <li>• <i>Lean In/Option B</i> by Sheryl Sandberg ( Excerpts)</li> <li>• <a href="#">Excerpt from <i>The Wordy Shipmates</i></a> by Sarah Vowell</li> <li>• <a href="#">"Walden"</a> by Henry David Thoreau (1854) (Honors)</li> <li>• <a href="#">“Society and Solitude”</a> or <a href="#">“Nature”</a> by Ralph Waldo Emerson (1857) (Honors)</li> </ul> <p><b>Poetry</b> <a href="#">“A Delaware Indian Legend”</a> by Richard Calmit Adams <a href="#">“Looking for Omar”</a> by E. Ethelbert Miller</p> <p><b>Film</b> History Channel Documentary: “The Salem Witch Trials” <i>Into the Wild</i>, film by Sean Penn</p>	<p><b>Supplemental Texts:</b> <b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• "Declaration of Sentiments of Women" (Seneca Falls Convention) by Elizabeth Cady Stanton</li> <li>• <i>Excerpts from Fences</i> by August Wilson 550L or</li> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>• <a href="#">“Learning to Read”</a> by Malcolm X (50 Model Essays) 1410L</li> </ul> <p><b>Poetry</b> <a href="#">“We Wear the Mask”</a> and <a href="#">“Sympathy”</a> by Paul Laurence Dunbar 970L <a href="#">“The Mask”</a> by Maya Angelou (also available as spoken word from BET Awards) <a href="#">“Caged Bird”</a> by Maya Angelou <a href="#">“Harlem”</a> and <a href="#">“Mother to Son”</a> by Langston Hughes 460L-880</p>	<p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Hills Like White Elephants</a> by Ernest Hemingway 670L</li> <li>• <a href="#">“Keeping the American Dream Alive” by Jon Meacham</a> 1310L</li> </ul> <p><b>Poetry</b> <a href="#">“Mending Wall”</a> by Robert Frost <a href="#">“The Hollow Men”</a> (1870) or <a href="#">“The Love Song of J. Alfred Prufrock”</a> by T. S. Eliot* (Honors)</p> <p><b>Film</b> History.com’s “The Century: America’s Time” 1920-1929: Boom to Bust</p>	<p><b>Supplemental Texts:</b> <b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• <i>The Glass Castle</i> by Jeannette Walls</li> <li>• <i>Etched in Sand</i> by Regina Calcaterra</li> <li>• <a href="#">“Holy Rage: Lessons from Standing Rock”</a> by Louise Erdrich</li> <li>• <a href="#">“I Just Wanna Be Average”</a> by Mike Rose 1260L</li> </ul> <p><b>Poetry</b> <a href="#">“Those Winter Sundays”</a> by Robert Hayden 1150L <a href="#">“Deportation Letter”</a> by Javier Zamora</p> <p><b>Film</b> <i>Dear America: Letters from Vietnam</i> (Film)</p>
<p><b>Increasing Text Complexity (Lexile Bands)</b></p>	<p>1215 -1355 * Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355 * Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355 * Exemplar Grade 11 CCR Appendix B</p>	<p>1215 -1355 * Exemplar Grade 11 CCR Appendix B</p>
<p><b>Content Connections</b></p>	<p>SS: Puritanism, Transcendentalism</p>	<p>SS: Slavery, Racism, Women's Rights, Poverty</p>	<p>SS: Consumerism; The Roaring Twenties</p>	<p>SS: War, Social Status</p>
<p><b>Reading Standards Across Units</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>			
<p><b>Reading Standards Central to Unit</b></p>	<p><b>RL.11-12.4.</b> 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 that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>RI.11-12.9.</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>RL.11-12.6.</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including</p>	<p><b>RL.11-12.7.</b> 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. <b>RI.11-12.9.</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p><b>RL.11-12.2.</b> 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. <b>RI.11-12.3.</b> 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). <b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI.11-12.8.</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use</p>

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	<p><b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p><b>RI.11-12.5.</b> 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.</p> <p><b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p><b>RI.11-12.9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>	<p>whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>RI.11-12.9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.</p>		<p>of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
<b>Writing Standards Across Units</b>	<p><b>W.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5:</b> 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.</p> <p><b>W.11-12.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<b>Writing Standards Central to Unit</b>	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><b>W.11-12.7</b> 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.</p> <p><b>W.11-12.8</b> 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.</p>	<p><b>W.11-12.2</b> 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.</p>
<b>Speaking/ Listening Standards Across Units</b>	<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			
<b>Speaking/ Listening Standards Central to Unit</b>	<p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	N/A	<p><b>SL.11-12.2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>SL.11-12.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

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				<b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Language Standards Across Units</b>	<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Language Standards Central to Unit</b>	<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.11-12.3.</b> 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.	<b>L.11-12.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
<b>Grammar Focus</b>	Sadlier-Oxford Level Green Chapter 8: Clauses: Sentence Structure and Parallel Structure Chapter 9: Verbs - Tense, Active Voice, and Subjunctive Mood.	Sadlier-Oxford Level Green Chapter 10: Subject-Verb Agreement Chapter 11: Using Pronouns	Sadlier-Oxford Level Green Chapter 12: Using Modifiers	Sadlier-Oxford Level Green Chapters 13 and 14: Mechanics- Punctuation
<b>Vocabulary Focus</b>	Sadlier Vocabulary Workshop, Level F Units 1-4 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level F Units 5-8 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level F Units 9-12 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level F Units 13-15 Vocabulary embedded in anchor texts