

Kent City High School Curriculum Map for: English 11

Duration	Unit Name/ Essential Questions & Vocab	Common Core Standards	Assessment	Literacy Activities	Skills
4 weeks	<p>MEMOIR – LAUNCHING UNIT</p> <p>How, in a community of writers, do I explore my life and the world around me? Why is it necessary for a memoirist to discover the meaning of the memoir? Is a memoir a confession or a thoughtful insight? What are the basic and essential decisions that set apart memoirists from storytellers? What decisions used by memoirists can I add to my repertoire of habits, strategies, and techniques to enable me to write memoirs that engage readers?</p> <p>Vocabulary: insight narrative elements of storytelling theme tracking an idea through multiple draft</p>	<p>RL.11-12.1. 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>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of</p>	<p>Students will complete their own memoir, based on key components of author's craft: varied sentence structure, exploration of sensory details, and expression of emotions and feelings.</p>	<p>Close Reading. Teacher models and thinks aloud: Share a story about an emotional event in your life or read a passage from a memoir you will be studying.</p> <p>Model for students: constructive feedback that they can offer each other while work shopping each other's writing.</p> <p>Mini-task for students: Read the memoir excerpts. Circle the truth the author is exploring in this excerpt. Highlight the thoughts inserted into the story of the event.</p>	<p>Effectively and purposefully use author's craft within the memoir to communicate a personal story and thoughtful insight.</p>

		<p>the experiences, events, setting, and/or characters.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Ongoing	<p>Independent Reading</p> <p>What preferences do I have when reading independently?</p>	<p>RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</p>	<p>Answer Questions:</p> <p>After reading part or all of one text,</p>	<p>Students will complete a book talk. Presentation is based on students'</p>	<p>Students will track and analyze central ideas, inferences, and thematic evidence across a text</p>

	<p>How are my reading habits, changing?</p> <p>How did I analyze and track the central idea(s) in this text?</p> <p>Vocabulary: angle central idea claim genre literary nonfiction organization/structure: cause/effect, comparison/contrast, list, problem/solution reader identity textual evidence</p>	<p>inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. 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.</p>	<p>thoroughly review the themes of the piece.</p> <p>Students will complete a book talk. Presentation is based on students' understanding of the book, as well as public speaking skills.</p>	<p>understanding of the book, as well as public speaking skills.</p> <p>Regular sessions of silent, sustained, reading.</p> <p>Actively engage in conversations with teacher regarding progress and discussion of reading.</p> <p>Teacher models and thinks aloud: Read part of a chapter aloud. Pause occasionally and think aloud how the voice of the narrator engages you as a reader. Notice if the author uses first person, which creates a sense that the writer is talking to the reader.</p>	
10 Weeks	<p>Narrative Reading</p> <p>What distinguishes one narrative genre from another?</p> <p>What is historical fiction?</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the</p>	<p>Students turn in completed reading log entries.</p>	<p>Close Reading</p> <p>Teacher models and thinks aloud.</p>	<p>Analyzing authors' decisions of multiple texts in the same genre</p> <p>Analyzing authors' decisions and the impact</p>

	<p>Which literary devices are most commonly used, and most effective in, fictional pieces?</p> <p>How does the context (historical, cultural, literary) play an important role in the work?</p> <p>Vocabulary: historical context hyperbole inference irony point of view sarcasm</p>	<p>text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.3. 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).</p> <p>RL.11-12.4. 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 that is particularly fresh, engaging, or beautiful</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic</p>	<p>They are evaluated to determine if they are able to: Identify key lines and identify devices important to the genres studied (satire and historic fiction).</p> <p>They will analyze author's purpose and creative use of themes.</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on texts and issues, building on others' ideas, and expressing their own clearly and persuasively.</p>	<p>of those decisions on meaning</p> <p>Compare structure between texts</p>
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		<p>resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.11-12.9. 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>RL.11-12.7. 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.</p>			
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3 Weeks	<p>Literary Essay – Impact of Author’s Craft</p> <p>What do you notice about the style of the authors you admire most? How do you provide the best evidence to support a claim? How do you re-examine your writing to make it clearer?</p> <p>Vocabulary: hyperbole irony point of view reason(s) sarcasm</p>	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. 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>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students answer question: After reading several works from different writers, write an essay that addresses the question, which author is most successful? Support your position with evidence from the text.</p>	<p>Think Aloud.</p> <p>Close Reading.</p> <p>Students work with a partner to review ideas of authors’ strategies</p>	<p>Developing reasons for support Interpreting the meaning of the readings</p>
5 Weeks	Basics of Argumentation – Social Settings (Editorial)		After conducting research and reading texts,	Student Turn and Talk.	Growing aware of the nature of analytical thinking and the mental

	<p>What are the responsibilities of a critical citizen?</p> <p>What claims and counterclaims can I make as I read social settings and related informational and argumentative texts?</p> <p>What do I have to say about a topic and how will I develop a line of reasoning to support a clear argument about my views?</p> <p>Vocabulary: audience context primary research purpose claim evidence</p>	<p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between</p>	<p>identify two views on one aspect of power (a claim and counterclaim). Using your research and reflections on these two views, write an argumentative essay that defines the challenge, and its impact on individuals in the social setting. Students will support position with reasons and examples from texts.</p>	<p>Teacher Think Alouds. Model the process students will use to connect evidence and rethink the claim.</p> <p>Exit/Entrance Slips.</p>	<p>capability to control attitudes, dispositions, and development.</p> <p>Using thinking skills and strategies, through numerous experiential activities, with increasing independence and responsibility.</p>
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		claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
4 Weeks (Ongoing)	<p>Informational Reading: Analytical Reading of Seminal Documents</p> <p>How do we balance the tension between individual rights and the common good? How do the texts I am reading relate to the overarching theme of human rights? How are these issues I am encountering personally relevant? What is the historical context of this issue? How does this issue connect to foundational documents? How are foundational documents, informational texts, and literature connected? How do I read difficult historical texts?</p> <p>Vocabulary: annotation of a text cross-text connections democratic values historical connections human rights</p>	<p>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>RI.11-12.2. 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.</p> <p>RI.11-12.6. Determine an author’s point of view or</p>	<p>After reading literature and informational texts that deal with the tensions between individual rights and the common good, write a paragraph that answers the task-question and explains your interest in the two or more rights.</p> <p>Explore author strategies when comparing historical documents.</p>	<p>Close Reading.</p> <p>Modeling my thinking, think alouds.</p> <p>Exit Slips. Entrance Slips.</p> <p>My thinking – Graphic Texts.</p> <p>Brainstorming ideas, pre-reading activities.</p>	<p>Analyzing evidence to infer a central idea</p> <p>Connecting details across a text to summarize</p> <p>Evaluating bias in a text</p>

		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.			
Ongoing	S.A.T. Preparation What skills and strategies are most beneficial to S.A.T. success?	Have a thorough understanding of all components of the redesigned S.A.T. Familiarity of grading/scoring systems involved with the redesigned S.A.T. Recognition of the grading rubric used to assess student writing.	Students will regularly participate in reading, writing and language, and essay drills and practice tests.	Teacher models and think alouds. Pair and share to discuss questions, responses, and correct answers.	Identify different sections of redesigned S.A.T. Fully implement learned skills into the April, 2016 S.A.T.