

Fairview High School Curriculum Map 2014-2015

Teacher: Fairchild

Subject: English

Grade: 11th

**UNIT/
LENGTH**

RESOURCES USED

STUDENT OBJECTIVES

ASSESSMENT TYPE

Intro to English III/ Native American Literature (2 weeks)	Textbooks, worksheets, computer, document camera, TV, projector, VCR, supplies for creating narrative pictographs, trickster tales video	1. List class policies and procedures 2. Define, identify characteristics of, analyze, and evaluate Native American literature (creation myths, hunting songs, and trickster tales) 3. Connect a writing to the time period in which it was written	Pre-assessment = Bellwork – word web about Native Americans Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit quiz
	CORE CONTENT*: Reading Literature 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. Reading Literature 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.		
<i>The Crucible</i> Puritan Literature (5 weeks)	Textbooks, worksheets, computer, document camera, TV, projector, DVD player, supplies for creating book cover, my box to show Puritan items, <i>The Crucible</i> movie, McCarthyism PowerPoint	1. Define, identify characteristics of, analyze, and evaluate Puritan literature 2. Connect an American drama to historical events 3. Identify, analyze, and evaluate elements of drama 4. Identify characteristics of and analyze a tragic hero 5. Connect a writing to the time period in which it was written	Pre-assessment = <i>The Crucible</i> anticipation guide Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quiz in the form of a diary from character’s point of view Summative assessment = Unit test
	CORE CONTENT*: Reading Literature 2. Determine two or more themes or central ideas of a text and analyze their development over		

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	<p>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.</p> <p>Reading Literature 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>Reading Literature 7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>Writing 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing 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>Persuasion/ Rationalism (5 weeks)</p>	<p>Persuasive devices PowerPoint, textbooks, worksheets, computer, document camera, TV, projector, flip camera, dry erase boards with markers and erasers, access to the library and computer lab, access to EBSCOhost</p>	<ol style="list-style-type: none"> 1. Define, identify characteristics of, analyze, and evaluate Rationalist literature 2. Define, identify characteristics of, analyze, and evaluate persuasive devices 3. Write a persuasive speech using persuasive devices 4. Connect a writing to the time period in which it was written 	<p>Pre-assessment = Bellwork about what persuasive techniques you already use</p> <p>Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, questions with dry erase boards, create an ad, create a PSA</p> <p>Summative assessment = Persuasive devices quiz and persuasive devices using persuasive devices</p>
<p>CORE CONTENT*:</p> <p>Reading Literature 4. Determine the meaning of words and phrases as they are used in the text, including figurative</p>			

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	<p>and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p>Reading Informational Text 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>Reading Informational Text 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>Reading Informational Text 3. 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>Reading Informational Text 4. 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>Reading Informational Text 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.</p> <p>Reading Informational Text 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Reading Informational Text 7. 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.</p> <p>Reading Informational Text 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>Reading Informational Text 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>Writing 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>
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	<p>task, purpose, and audience. Writing 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. Speaking & Listening 3. 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. Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p>Dark Romanticism/ Short Story Unit (3 weeks)</p>	<p>Textbooks, worksheets, computer, document camera, TV, projector, Poe documentary on YouTube, access to computer lab, short story prewriting and peer editing worksheets, “show, don’t tell” PowerPoint</p>	<ol style="list-style-type: none"> 1. Define, identify characteristics of, analyze, and evaluate Dark Romantic literature 2. Write a Dark Romantic (Faustian) short story, focusing on “showing, not telling” the story 3. Connect a writing to the time period in which it was written 	<p>Pre-assessment = Bellwork about identifying Romantic characteristics in a painting Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit test and short story</p>
	<p>CORE CONTENT*: Reading Literature 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. Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing 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. Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

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Romanticism/ Transcendentalism (3 weeks)	Textbooks, worksheets, computer, document camera, TV, projector, copies of Emily Dickenson poems, annotating handout	<ol style="list-style-type: none"> 1. Define, identify characteristics of, analyze, and evaluate Romantic literature 2. Define, identify characteristics of, analyze, and evaluate Transcendentalist literature 3. Review annotating a text 4. Connect a writing to the time period in which it was written 	Pre-assessment = Bellwork about identifying Romantic characteristics Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Time period comparison chart to assess whole semester; rewriting a well-known using characteristics from one of these time periods
	CORE CONTENT*: Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing 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.		
Realism (Civil War Era Literature)/ Literary Analysis Essay (6 weeks)	Textbooks, worksheets, computer, document camera, TV, projector, access to computer lab	<ol style="list-style-type: none"> 1. Define, identify characteristics of, analyze, and evaluate Realist literature 2. Write a thesis statement 3. Write a literary analysis essay 4. Connect a writing to the time period in which it was written 	Pre-assessment = Realism characteristics handout Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit test and literary analysis essay
	CORE CONTENT*:		

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	<p>Reading Literature 5. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Informational Text 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>Reading Informational Text 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>Reading Informational Text 3. 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>Reading Informational Text 4. 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>Reading Informational Text 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.</p> <p>Reading Informational Text 6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Reading Informational Text 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>Reading Informational Text 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>		
<p>“The American Dream Literature”</p>	<p>Textbooks, worksheets, computer, document camera, TV, projector, flip camera, props for “The Yellow Wallpaper” skit,</p>	<p>1. Read, analyze, and evaluate literature from the “American Dream” time period</p> <p>2. Form an argument about various authors’ (including females and African</p>	<p>Pre-assessment = Bellwork – word web about “The American Dream”</p> <p>Formative assessments = Worksheets, in-class discussions,</p>

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(3 weeks)	American Dream YouTube video	Americans) opinions of the American Dream during the early 1900s 3. Connect a writing to the time period in which it was written	vocabulary quizzes, quizzes Summative assessment = Open Response Question
<p>CORE CONTENT*:</p> <p>Reading Literature 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.</p> <p>Reading Literature 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Writing 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing 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>Writing 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.</p>			
<i>To Kill a Mockingbird</i> (6 weeks)	<i>To Kill a Mockingbird</i> trade books, worksheets, computer, document camera, TV, projector, access to computer lab	1. Define, identify, analyze, and evaluate the following fictional elements: plot, character, setting, theme, point of view, symbol 2. Connect a writing to the time period in which it was written	Pre-assessment = <i>TKaM</i> anticipation guide and discussion Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes, background info group project

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			Summative assessment = Unit test
	<p>CORE CONTENT*: Reading Literature 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. Reading Literature 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. Reading Literature 7. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p>		
<p>Modern/ Postmodern Literature (2- 3 weeks)</p>	<p>Textbooks, worksheets, computer, document camera, TV, projector, copies of postmodern poems</p>	<ol style="list-style-type: none"> 1. Define, identify characteristics of, analyze, and evaluate Modern literature 2. Define, identify characteristics of, analyze, and evaluate Postmodern literature 3. Connect a writing to the time period in which it was written 	<p>Pre-assessment = Bellwork about what you think are modern/postmodern literature characteristics Formative assessments = Worksheets, in-class discussions, vocabulary quizzes Summative assessment = Unit quiz</p>
	<p>CORE CONTENT*: Reading Literature 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. Reading Literature 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. Reading Literature 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. Reading Informational Text 6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.</p>		

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	<p>Reading Informational Text 7. 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.</p> <p>Speaking & Listening 2. 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>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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* The following Core Content standards will be addressed in **each** unit:

- Reading Literature 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.
- Reading Literature 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.
- Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Writing 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, purposes, and audiences.
- Speaking & Listening 1. 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.

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- Speaking & Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Language 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.
- Language 4. 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.
- Language 6. 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.