

COURSE: ENGLISH 11

Grade Level: 11

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENT:	WHEN STUDENT DOES IT:
AMERICAN LITERATUR E		-WHAT IS AMERICAN LITERATURE? -HOW DOES IT AFFECT SOCIETY? -HOW DOES SOCIETY AFFECT IT?				YEAR
ORIGINS AND ENCOUNTE RS (2000B.C.- 1620A.D.)	-NATIVE AMERICAN LITERATURE: %SONG OF THE SKY LOOM,+ %MOUNTING SONG,+ %GOYOTE STORIES,+ %THE MAN TO SEND RAIN CLOUDS,+%THE WAY TO RAINY MOUNTAIN+ -EUROPEAN AND AFRICAN LITERATURE: %A RELACION,+ %OF PLYMOUTH PLANTATION,+ %THE INTERESTING LIFE OF OLAUDAH EQUIANO,+ %BLUE HIGHWAYS,+ %MY SOJOURN IN THE LANDS OF MY ANCESTORS+ -%LANGUAGE ON THE AMERICAN FRONTIER,+ %THE AMERICAN LANGUAGE+	-WHAT IS THE FIRST LITERATURE OF THE LAND? -WHAT LITERATURE DID THE NATIVE AMERICANS CREATE AND WHY? -HOW DID THEY CREATE IT? -WHAT IS THE FIRST EUROPEAN LITERATURE OF THE LAND AND WHY? -HOW DID THE INTERACTION OF THE PEOPLE WITH THE LAND AND WITH EACH OTHER AFFECT THE LITERATURE OF THE TIME? -WHAT ARE THE CROSS-CULTURAL AND CROSS- TEMPORAL CONNECTIONS?	-CULTURAL FACTS ABOUT NATIVE AMERICANS -DEFINITIONS AND FEATURES OF LEGENDS, MYTHS, AND FOLKTALES -DEFINITION OF SETTING -DEFINITION OF INFERENCE -DEFINITIONS OF COMPARE AND CONTRAST -DEFINITION AND FEATURES OF HISTORICAL NARRATIVE -DEFINITION OF ETYMOLOGY -INFLUENCES ON AMERICAN ENGLISH AND EXAMPLES	-ANALYZE CAUSE AND EFFECT -SEQUENCE EVENTS -COMPARE AND CONTRAST -MAKE INFERENCES -EVALUATE STORY ELEMENTS AND BOOK REVIEW -ANALYZE TEXT STRUCTURE -CORRECTLY USE PLURALS, POSSESSIVES, AND CAPITAL LETTERS -USE CONTEXT CLUES TO EXPAND VOCABULARY -USE DICTIONARY TO IDENTIFY WORD ORIGINS -EXPLAIN DEVELOPMENT OF AMERICAN ENGLISH -READ FOR DETAILS -ORGANIZE AND INTERPRET INFORMATION ON BAR GRAPHS -SUMMARIZE -DETERMINE AUTHOR'S PURPOSE AND AUDIENCE -DETERMINE AUTHOR'S BIAS -RECOGNIZE SENTENCE FRAGMENTS, RUN-ON SENTENCES, COMPOUND SENTENCES, COMPLEX SENTENCES AND DETERMINE WHEN USE IS APPROPRIATE -USE PRONOUNS CORRECTLY -USE SENTENCE VARIETY -EXAMINE USE OF DIALOGUE AND USE IT WELL IN WRITING	-SELECTION QUESTIONS -CLASS DISCUSSION -GRAPHIC ORGANIZERS -SELECTION QUIZZES -PART TESTS -UNIT TEST -CHOICE AND CHALLENGE MINI PROJECTS -EYEWITNESS REPORT -SMALL GROUP ESSAY	SEPTEMB ER

<p>- INDEPENDENT READING</p>	<p>BOOK BY AMERICAN AUTHOR (FICTION OR NONFICTION: NARRATIVE FORM)</p>	<p>-HOW CAN I USE DIFFERENT LENSES TO LOOK AT LITERATURE?</p>	<p>-DEFINITIONS OF ELEMENTS: SETTING, CHARACTER, PLOT, CONFLICT, THEME -DEFINITIONS OF VARIOUS TECHNIQUES OF CRAFT, SUCH AS DIALOGUE, FORESHADOWING, IRONY, ETC. -DEFINITION OF PLAGIARISM</p>	<p>-LOCATE RELEVANT INFORMATION USING ONLINE SUBSCRIPTION SERVICES AND WORLD WIDE WEB -PARAPHRASE AND DOCUMENT RELEVANT INFORMATION USING MLA FORMAT -ANALYZE CHARACTER AND CONFLICT -INTERPRET THEME -ANALYZE AUTHOR& CRAFT -EXPLAIN CONNECTIONS BETWEEN AUTHOR& LIFE, SOCIETY, AND TEXT -COMPARE TEXT TO PERSONAL KNOWLEDGE AND EXPERIENCE -APPLY TEXT TO LIFE</p>	<p>- KALEIDOSCOPE REPORT</p>	<p>SEPTEMBER/OCTOBER</p>
<p>FROM COLONY TO COUNTRY (1620-1800)</p>	<p>TO MY DEAR AND LOVING HUSBAND,+ UPON THE BURNING OF OUR HOUSE,+ THE EXAMINATION OF SARAH GOOD,+ INNERS IN THE HANDS OF AN ANGRY GOD,+<i>THE CRUCIBLE</i>, SPEECH IN THE VIRGINIA CONVENTION,+ THE DECLARATION OF INDEPENDENCE,+ LETTER TO THE REV. SAMSON OCCOM,+ LETTER TO JOHN ADAMS,+ WHAT IS AN AMERICAN?,+ LECTURE TO A MISSIONARY,+ STRIDE TOWARD FREEDOM,+ NECESSARY TO PROTECT OURSELVES,+ AM JOAQUIN+</p>	<p>-HOW DID PURITANISM AFFECT THE FORM AND CONTENT OF COMMUNICATION? -HOW CAN WE SUCCEED AT PERSUASION? -WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?</p>	<p>-FACTS ABOUT PURITANISM -FACTS ABOUT AUTHORS -DEFINITIONS OF AND REASONS FOR SPIRITUAL AUTOBIOGRAPHIES, HISTORIES, JOURNALS, POETRY -DEFINITION OF LYRIC POEM -DEFINITIONS OF ARCHAIC WORDS -DEFINITION OF METER AND TYPES OF METER, SUCH AS IAMBIC PENTAMETER, TROCHAIC TETRAMETER, ETC. -CONVENTIONS OF DRAMA -TYPES OF APPEALS: PERSUASION -DEFINITION OF TONE</p>	<p>-PARAPHRASE POETRY -ANALYZE WORKS FOR PURITAN BELIEFS -ANALYZE METER IN POETRY -COMPARE AND CONTRAST -DETERMINE AUTHOR& BIAS -ANALYZE EMOTIONAL APPEAL -ANALYZE REVISIONS -READ DRAMATICALLY -USE VERBS CORRECTLY -USE PERSUASIVE TECHNIQUES -DETERMINE THEME IN NONFICTION -DETERMINE AUTHOR& TONE -MAKE INFERENCES -ANALYZE TEXT STRUCTURE -EVALUATE ARGUMENTS -READ FOR DETAILS -RECOGNIZE AND EXAMINE EFFECT OF IDIOMS AND FIGURATIVE LANGUAGE -INTERPRET ANALOGIES</p>	<p>-KWL CHARTS - SMALL GROUP PRESENTATION OF PARAPHRASED STANZAS -GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST</p>	<p>OCTOBER</p>

<p>THE SPIRIT OF INDIVIDUALISM (1800-1855)</p>	<ul style="list-style-type: none"> -%PSALM OF LIFE+ -%THE DEVIL AND TOM WALKER+ -%SELF RELIANCE+ -%MEMOIRS+ -%CIVIL DISOBEDIENCE + -%ON CIVIL DISOBEDIENCE + -%WALDEN+ -%I HEAR AMERICA SINGING+ -%SIT AND LOOK OUT+ -%SONG OF MYSELF+ -%ODE TO WALT WHITMAN+ -%DANCE RUSSE+ -%ANYONE LIVED IN A PRETTY HOW TOWN+ -%ENDING POEM+ -%LIA CHUCHA+ -%GARY KEILLOR+ 	<p>-HOW DID ROMANTICISM AND TRANSCENDENTALISM AFFECT THE FORM AND CONTENT OF COMMUNICATION?</p> <p>-WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?</p>	<p>-FACTS ABOUT ROMANTICISM</p> <p>-FACTS ABOUT TRANSCENDENTALISM</p> <p>-FACTS ABOUT AUTHORS</p> <p>-DEFINITIONS OF STANZA, IMAGERY, APHORISM, FREE VERSE, ALLEGORY, PARADOX, MOOD, FORESHADOWING, CHARACTERIZATION, IRONY, GOTHIC</p>	<ul style="list-style-type: none"> -SUMMARIZE -PARAPHRASE -ANALYZE POETIC STRUCTURE -MAKE INFERENCES -EVALUATE AN ARGUMENT -COMPARE AND CONTRAST -APPLY STRATEGIES FOR READING TRADITIONAL POETRY -SET AND FOLLOW A PURPOSE FOR READING -RECOGNIZE AND USE VARIOUS TYPES OF PHRASES -USE CONTEXT CLUES TO BUILD VOCABULARY -PLAN AND WRITE A REFLECTIVE ESSAY 	<ul style="list-style-type: none"> -GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -ESSAY 	<p>NOVEMBER/ DECEMBER</p>
<p>CONFLICT AND EXPANSION (1850-1900)</p>	<ul style="list-style-type: none"> -FROM <u>NARRATIVE IN THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE</u> -%STANZAS ON FREEDOM+ -%FREE LABOR+ -%AN OCCURRENCE AT OWLCREEK BRIDGE+ -%LETTER TO SARAH BALLOU+ -%A MYSTERY OF HEROISM+ -FROM 	<p>-HOW DID SLAVERY AND THE CIVIL WAR AFFECT THE FORM AND CONTENT OF COMMUNICATION?</p> <p>-HOW DID WESTWARD EXPANSION AFFECT THE FORM AND CONTENT OF COMMUNICATION?</p> <p>-WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?</p> <p>-WHAT IS LIBERTY?</p>	<p>-FACTS ABOUT SLAVERY</p> <p>-FACTS ABOUT THE CIVIL WAR</p> <p>-FACTS ABOUT WESTWARD EXPANSION</p> <p>-DEFINITIONS OF SYMBOL, POINT OF VIEW, NATURALISM, STYLE, BALLAD, THEME, TALL TALE, DIALECT, SETTING, PRIMARY SOURCE, LEGEND</p>	<ul style="list-style-type: none"> -IDENTIFY AUTHOR'S PURPOSE -ANALYZE AND INTERPRET PROTEST POETRY -ANALYZE THE STRUCTURE OF A SHORT STORY -APPLY VISUALIZATION TO UNDERSTAND A SHORT STORY AND A MEMOIR -RECOGNIZE CONNECTIONS BETWEEN AUTHOR'S LIFE AND TEXT -INTERPRET HISTORICAL CONTEXT OF LITERATURE -ANALYZE CHRONOLOGICAL ORDER -PREDICT EVENTS AND OUTCOMES IN LITERATURE -UNDERSTAND AUTHOR'S USE OF DIALECT -FORM CONCLUSIONS ABOUT CHARACTERS -EVALUATE AN ARGUMENT 	<ul style="list-style-type: none"> -GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -WRITE A LITERARY INTERPRETION 	<p>JANUARY/ FEBRUARY</p>

	<p> %COMING OF AGE IN MISSISSIPPI+ -%FREDERICK DOUGLASS+ -%BALLAD OF BIRMINGHAM+ -%THE INDIAN AND THE HUNDRED COWS+ -%HIGH HORSE\$ COURTING+ -%WILL FIGHT NO MORE+ -FROM %THE AUTOBIOGRAPHY OF MARK TWAIN+ -FROM %LIFE ON THE MISSISSIPPI+ -%THE NOTORIOUS JUMPING FROG OF CALAVERAS COUNTY+ -%THE FRIST JUMPING FROG+ -%WAGNER MATINEE+ -%LETTERS OF A WOMAN HOMESTEADER+ -%THE LEGEND OF GREGORIO CORTEZ+ </p>			<p> -FORM JUDGMENTS ABOUT A TEXT -EVALUATE A LITERARY WORK -ANALYZE A STORYTELLING SCRIPT -RECOGNIZE AND USE VARIOUS TYPES OF CLAUSES </p>		
<p>- INDEPENDENT READING</p>	<p>BOOK BY AMERICAN AUTHOR (FICTION OR NONFICTION: NARRATIVE FORM)</p>	<p>-HOW CAN I USE DIFFERENT LENSES TO LOOK AT LITERATURE?</p>	<p> -DEFINITIONS OF ELEMENTS: SETTING, CHARACTER, PLOT, CONFLICT, THEME -DEFINITIONS OF VARIOUS TECHNIQUES OF CRAFT, SUCH AS DIALOGUE, FORESHADOWING, IRONY, ETC. -DEFINITION OF PLAGIARISM </p>	<p> -LOCATE RELEVANT INFORMATION USING ONLINE SUBSCRIPTION SERVICES AND WORLD WIDE WEB -PARAPHRASE AND DOCUMENT RELEVANT INFORMATION USING MLA FORMAT -ANALYZE CHARACTER AND CONFLICT -INTERPRET THEME -ANALYZE AUTHOR\$ CRAFT -EXPLAIN CONNECTIONS BETWEEN AUTHOR\$ LIFE, SOCIETY, AND TEXT -COMPARE TEXT TO PERSONAL KNOWLEDGE AND EXPERIENCE -APPLY TEXT TO LIFE </p>	<p>- KALEIDOSCOPE REPORT</p>	<p>JANUARY-MARCH</p>

<p>THE CHANGING FACE OF AMERICA (1855-1925)</p>	<p>-SELECTED POEMS OF EMILY DICKINSON -THE YELLOW WALLPAPER+ -FROM COMPLAINTS AND DISORDERS+ -THE STORY OF AN HOUR+ -SEVENTEEN SYLLABLES+ - -%DOLESCENCE- III+ -%STAND HERE IRONING+ -%IRONING THEIR CLOTHES+ -%CHICAGO+ -%LUCINDA MATLOCK+ -%RICHARD COREY+ -%MINIVER CHEEVY+ -%WE WEAR THE MASK+ -%SYMPATHY+ -%WINTER DREAMS+ -%AMERICA AND I+ -%THE NEW IMMIGRANTS+ -%IN THE AMERICAN SOCIETY+ -%MY FATHER AND THE FIG TREE+ -%DEFINING THE GRATEFUL GESTURE+ -%REFUGEE SHIP+</p>	<p>-HOW DID THE WOMEN'S MOVEMENT AFFECT THE FORM AND CONTENT OF COMMUNICATION? -HOW DID THE AMERICAN DREAM AFFECT THE FORM AND CONTENT OF COMMUNICATION? -WHAT ARE THE CROSS CULTURAL AND CROSS TEMPORAL CONNECTIONS?</p>	<p>-FACTS ABOUT WOMEN'S MOVEMENT -TYPES OF FIGURATIVE LANGUAGE, POINT OF VIEW -DEFINITION OF IMAGERY, TONE PERSONIFICATION, CHARACTERIZATION, RHYME, METER, SYMBOL, VOICE, ANALOGY, THEME</p>	<p>-FORM INFERENCES ABOUT A FIRST-PERSON NARRATOR -FIND AND EVALUATE EVIDENCE TO SUPPORT A CONCLUSION -PREDICT EVENTS IN A SHORT STORY -UNDERSTAND CONFLICTS IN A SHORT STORY -APPLY VISUALIZATION TO UNDERSTAND A POEM -FORM JUDGMENTS ABOUT A CHARACTER -CONNECT AUTHOR'S LIFE TO TEXT -SYNTHESIZE LITERATURE TO FORM AN IDEA ABOUT SELF-FULFILLMENT -EVALUATE A CHARACTER -INTERPRET SYMBOLS -UNDERSTAND ANALOGIES -COMPARE A TEXT AND A GRAPHIC -ANALYZE A CHARACTER'S MOTIVATIONS -FROM CONCLUSIONS ABOUT THEME -ANALYZE STUDENT MODEL COMPARISON/CONTRASTY ESSAY -RECOGNIZE AND USE VARIOUS TYPES OF CLAUSES -MAINTAIN SUBJECT-VERB AGREEMENT -USE COMPLETE SENTENCES -USE SEMICOLONS APPROPRIATELY -USE PARALLEL STRUCTURE -PLACE MODIFIERS WELL</p>	<p>-GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -WRITE A COMPARISON/CONTRAST ESSAY</p>	<p>MARCH</p>
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<p>THE MODERN AGE (1900-1940)</p>	<p>-SELECTED POEMS OF LANGSTON HUGHES -%LUTE PLAYERS+ -FROM <u>LOVE, LANGSTON</u> -%WHEN THE NEGRO WAS IN VOGUE+ -%MY CITY+ -%ANY HUMAN TO ANOTHER+ -%IF WE MUST DIE+ -%A BLACK MAN TALKS OF REAPING+ -%HOW IT FEELS TO BE COLORED ME+ -%MY DUNGEON SHOOKō + -%LIFE FOR MY CHILD IS SIMPLE+ -%BRIMER FOR BLACKS+ -%THOUGHTS ON THE AFRICAN-AMERICAN NOVEL+ -SELECTED POEMS OF ROBERT FROST -%THE DEATH OF THE HIRED MAN+ -%IN PRAISE OF ROBERT FROST+ -%THE END OF SOMETHING+ -%THE LOVE SONG OF ALFRED J. PRUFROCK+ -FROM %THE DIARIES+ -%THE JILTING OF GRANNY WEATHERALL+ -%THE MAN WHO WAS</p>	<p>-HOW DID WORLD WAR I, THE HARLEM RENAISSANCE, AND MODERNISM AFFECT THE FORM AND CONTENT OF COMMUNICATION? -WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?</p>	<p>-FACTS ABOUT THE HARLEM RENAISSANCE -FACTS ABOUT MODERNISM -DEFINITIONS OF MOOD, TONE, SONNET, LITERAL, FIGURATIVE, EXTENDED METAPHOR, BLANK VERSE, STREAM OF CONSCIOUSNESS, SPEAKER</p>	<p>-DETECT RHYTHM IN POETRY -RECOGNIZE AUTHOR'S PERSPECTIVE -DETERMINE MAJOR IDEAS IN A POEM -DISTINGUISH BETWEEN LITERAL AND FIGURATIVE MEANING -RECOGNIZE AUTHOR'S PURPOSE -ANALYZE AN OPEN LETTER -COMPARE AND CONTRAST POETRY -IDENTIFY MAJOR IDEAS IN LITERARY CRITICISM -ANALYZE A STUDENT RESEARCH REPORT -ANALYZE WORD CHOICE -ANALYZE POETIC FORM -ANALYZE STYLE -UNDERSTAND STREAM OF CONSCIOUSNESS -SEQUENCE EVENTS IN A SHORT STORY -MAKE JUDGMENTS CONCERNING A CHARACTER'S CONDUCT -LINK TITLE AND THEME</p>	<p>-GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -WRITE A SYNTHESIS ESSAY ABOUT THE MODERN CHARACTER'S PLIGHT</p>	<p>APRIL</p>
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	ALMOST A MAN+ -MIRROR+ -SELF IN 1958+					
WAR ABROAD AND CONFLICT AT HOME (1940-PRESENT): REMEMBERING THE WARS	-ARMISTICE+ -THE DEATH OF THE BALL TURRET GUNNER+ -WHY SOLDIERS DON'T TALK+ -LETTER FROM PARADISE + -IN RESPONSE TO EXECUTIVE ORDER 9066+ -AMBUSH+ - -CAMOUFLAGING THE CHIMERA+ -AT THE JUSTICE DEPARTMENT +	-HOW DID WORLD WAR II AND THE VIETNAM WAR AFFECT THE FORM AND CONTENT OF COMMUNICATION? -WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?	-FACTS ABOUT WORLD WAR II -FACTS ABOUT VIETNAM WAR -DEFINITIONS OF THEME, POINT OF VIEW, IMAGERY, TONE, MOOD, INTERNAL CONFLICT, SPEAKER, STYLE	-FORM CONCLUSIONS ABOUT CHARACTER -ADJUST READING STRATEGIES -COMPARE MOOD -ANALYZE AN ISSUE -CONNECT LITERATURE TO PERSONAL EXPERIENCE -ANALYZE POETIC STRUCTURE -INFER MEANING OF POEM BY ANALYZING DESCRIPTIVE DETAILS	-GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -WRITE AN EVALUATIVE ESSAY	MAY
WAR ABROAD AND CONFLICT AT HOME (1940-PRESENT): INTEGRATION AND DISINTEGRATION	-LETTER FROM BIRMINGHAM JAIL+ -WANDERING+ -THE WRITER IN THE FAMILY+ -TEENAGE WASTELAND+ -SEPARATING+ -MEXICANS BEGIN JOGGING+ -HOSTAGE+ -MOTHER TONGUE+ -THE LATIN DELI + -STRAW INTO GOLD +	-HOW DID SOCIETAL TENSION AFFECT THE FORM AND CONTENT OF COMMUNICATION? -WHAT ARE THE CROSS-CULTURAL AND CROSS-TEMPORAL CONNECTIONS?	-FACTS ABOUT CIVIL RIGHTS MOVEMENT -DEFINITIONS OF ALLUSION, DEDUCTION, INDUCTION, TONE, DIALOGUE, PLOT, CHARACTER, DRAMATIC IRONY, POINT OF VIEW, TONE, IMAGERY, VOICE	-IDENTIFY DEDUCTIVE AND INDUCTIVE REASONING -VISUALIZE STAGE DIRECTIONS IN DRAMA -DRAW CONCLUSIONS ABOUT CHARACTERS BY ANALYZING AND EVALUATING OTHER CHARACTERS -DIALOGUE -RECOGNIZE CUMULATIVE DETAILS IN A SHORT STORY -MAKE PREDICTIONS IN A SHORT STORY -COMPARE WRITERS' ATTITUDES -MAKE JUDGMENTS ABOUT CHARACTERS BASED ON THEIR ACTIONS -RECOGNIZE MAIN IDEAS AND SUPPORTING DETAILS IN AN ESSAY -ANALYZE DESCRIPTIVE DETAILS IN POETRY -ANALYZE STRUCTURE OF AN ESSAY -EVALUATE A LITERARY WORK	-GRAPHIC ORGANIZERS -SELECTION QUESTIONS -CLASS DISCUSSION -SELECTION QUIZZES -CHOICE AND CHALLENGE MINI-PROJECTS -PART TEST - UNIT TEST -WRITE AN EVALUATIVE ESSAY	JUNE