

Grade 11 ELA Curriculum Guide: Scope and Sequence (Draft 05/23/14)

American Literature at Easthampton High School

Overarching Course Questions:

What are the quintessential American beliefs expressed through American writing? How does American Literature reflect the national identity of the United States?

Unit #	Duration	Unit Title	Focus Common Core State Standards	Key Resources	Performance Assessment
	<p>Essential Questions: 1. How do humans express their philosophies and values? 2. How do occasion, delivery, purpose and audience shape a writer’s message and mode of delivery? 3. How do writers use rhetorical tools aspects of storytelling share their views?</p> <p>Enduring Understandings: U1: Individual beliefs, values, and culture are varied and expressed through language. U2: Writers and speakers choose from rhetorical tools and aspects of storytelling appropriate for setting, emphasis, and audience appeal. U3: Effective and beautiful communication requires a variety of approaches and techniques. U4: Multiple modes of delivery are expected in today’s technological landscape.</p>				
1	<p>Duration 4 Weeks September End of January-Mid February</p>	<p>This We Believe Comparing and Contrasting Personal & Political Perspectives of the United States</p>	<p>Reading Informational Texts, Grades 11-12 Key Ideas and Details CCSS.ELA-Literacy.RI.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. CCSS.ELA-Literacy.RI.11-12.4 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 (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-Literacy.RI.11-12.6 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. CCSS.ELA-Literacy.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. Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11</p>	<p><i>This I Believe</i> (NPR) Suggested Texts: Literary Nonfiction:</p> <ul style="list-style-type: none"> • <i>Declaration of Independence</i> • A New Nation • Bill of Rights (1788) • <i>Walden</i> • Gettysburg Address (1863) • Common Sense by Thomas Paine (1776) • Unit Reader of various essays • “Letter from Birmingham Jail” (1964) 	<p>Personal Essay Narrative Writing to Text Rubric Rubrics</p> <p>Common Assessment Analytical Task Open Response</p> <p>Suggested Assessments Create Podcast of audio/digital recordings Podcast Rubric</p> <p>Compare/Contrast Constructed Response Compare and Contrast Writing CC Essay</p>

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			<p>read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Gr. 11-12 MA ELA and Literacy: MA 3.A. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.</p> <p>MA.3.A: Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamic of tradition and change).</p> <p>Writing Grade 11-12 W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST.1.11-12 Write arguments focused on discipline-specific content.</p> <p>WIDA English Language Development Standard 2: the Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content of Language Arts.</p> <p>English Language Development Standard 5: the language of Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>		
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MODULE 2	Common Core State Standards	Key Resources	Performance Assessments
<p>Unit Title: Origins, Icons & Abominations of American Literature (1600-1900)</p> <p>Topics: Native American Texts, Slave Autobiographies, Colonial & Puritanical Times, Captivity Narratives</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What were the motivations and perspectives of African-Americans, Native Americans, colonists & Puritans, and Africans of the New World? 2. What are the emerging themes in early American Literature? 3. How did the development of society in colonial American lead to the revolution? 4. How did the different languages, religions, & power structures create conflict and cooperation in developing American culture? 5. How do American texts reflect the circumstances that led to slavery and its abolition? 			
<p>Duration: 4 weeks all of October or Mid- February to Mid-March</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.11-12.9: 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>RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and context contribute to power, persuasiveness, or beauty of the text.</p> <p>RH.11.</p> <p>W.11-12.2: 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> <p>SL.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>L.11-12.3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or</p>	<p>11th Grade American Literature Textbook <i>Of Plymouth Plantation</i> (journal excerpts) Digital William Bradford, Pilgrim (1630-1651) History of the Dividing Line by William Byrd (1841) King Philip's War Narrative of Captivity by Mary Rolandson (1682) “The Interesting Life of Olaudah Equiano Or Gustavus Vassa, The African Written By Himself” Suggested Texts: The Crucible (1953) <i>The Scarlet Letter</i> The 1st Great Awakening/Fire & Brimstone Sermon: “Sinners in the Hands</p>	<p>Argument or Informational/ Expository Essays</p> <p>Common Assessment EHS School-Wide Writing Rubric</p> <p>Suggested: Classroom Blog</p> <p>Possible CCSS Writing to Text Rubrics Argument Rubric</p> <p>For ELLs: WIDA Writing Rubric</p>

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	<p>style, and to comprehend more fully when reading or listening.</p> <p>WIDA English Language Development Standard 2: the Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content of Language Arts.</p> <p>English Language Development Standard 5: the language of Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>	<p>of an Angry God” (1741) (Johnathan Edwards) Digital Video/Audio BBC: The Puritains Video <i>Other Possible Texts</i> <i>12 Years a Slave</i> <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself EA</i> <i>The Call of the Wild</i> <u>Realism Short Stories</u> Mark Twain Kate Chopin Charlotte Perkins Gilman <u>Spirituals</u> <i>Go Down Moses</i> <i>Swing Low, Sweet Chariot</i> <i>I Thank God I’m Free at Last</i> <i>Lift Every Voice and Sing</i> <i>All God’s Children Had Wings</i> <i>Promises of Freedom</i> <u>Film</u> Unchained Melodies HBO Documentary 2003 Suggested Poetry “On Being Brought</p>	
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		<p>from Africa to America” (Phyllis Wheatley) (E) “An Hymn to the Evening” (Phyllis Wheatley)</p> <p>“The Trials of Phillis Wheatley” Henry Louis Gates Jr. Digital</p> <p>“The Negro Artist and the Racial Mountain” Langston Hughes Digital</p> <p>“To My Dear and Loving Husband” (Anne Bradstreet) Digital Resource: Native American Literature Guide</p> <p>Sherman Alexie Bio How to Write the Great American Indian Novel</p> <p>Sherman Alexie Fuses Tribal and Western Culture Video (Fascinating!)</p>	
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Module: 3 Unit Title: Nostalgia EQs: What is nostalgia? Literary Periods: The Lost Generation, Post-Modern/Contemporary	Common Core State Standards	Key Resources	Performance Assessments
Duration: 4 weeks November or Mid-March to Mid-April	<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 contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in meanings.</p> <p>MA.ELA-Literacy.L.11-12.5 Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>The Great Gatsby</i> (1925) <i>The Catcher in the Rye</i> (1951)</p> <p>Suggested Comparative Texts: <i>The Namesake</i> by Jhumpa Lahiri (1999) <i>Song of Solomon</i> by Toni Morrison (1977) <i>Slaughterhouse Five</i> Kurt Vonnegut <i>Love Medicine</i> Louise Erdrich (EA) The Big Read Reader's Guide L. Erdrich “The Love Song of J. Alfred Prufrock” Digital Video</p>	<p><u>Common Assessment:</u> Symbolism interpretation essay/open response</p> <p>For ELLs: WIDA Writing Rubric</p>

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<p>Module: 4 Unit Title: Emerging Modernism: Alienations & Tensions of the Modern Man Essential Question: How did modernization result in isolation and disillusionment in the early American 20th century? Literary Periods: The Lost Generation (1920s) Modernism (1890-1940), Harlem Renaissance (1920s and 1930s), The Beat Writers (1950s), Contemporary/Post-Modernism</p>				
<p>Duration: 3 weeks</p> <p>Dec. or Mid-April-May</p>		<p>RL & RI.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>W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W. 11.1 b. 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><u>W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.11-12.5</u> 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.</p>	<p><i>Of Mice and Men (1937)</i> <i>Their Eyes Were Watching God (1937)</i> <i>A Raisin in the Sun (1959)</i> <i>Harlem Renaissance</i> <u>Poetry</u> St. Vincent Millay Sandburg MacLeish Frost Ezra Pound T.S. Eliot (b1888) Gertrude Stein L. Hughes (b1902) <u>Suggested Texts</u> <i>A Farewell to Arms</i> <i>As I Lay Dying (1930)</i> <u>Essay</u> “If Black Isn’t a Language, Then Tell Me, What Is?” <u>Drama</u> <i>The Piano Lesson (Wilson) 1990</i> Hartley, Dove, and Demuth paintings</p>	<p>Common Assessment: Argument Essay Writing to Text Rubrics</p> <p><i>Suggested:</i> Formal Multimedia Presentation on a literary group</p> <p>Post on Class Web Page</p> <p>Blog (optional)</p> <p>For ELLs: WIDA Writing Rubric</p>

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Module: 5 Unit Title: Times and Stories of Our Nation: Final Research Project Essential Question: <i>How does the writing reflect the time period in which the story is set, in terms of historical accuracy, representation of national identity, values, use of language, and more?</i>					
5	Duration:2 weeks January or June		<p><u>Reading Literature</u> RL 11. Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><u>Reading Standards for Literacy in History/Social Studies</u> RH 11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH 11.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. RH 11.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>Research to Build and Present Knowledge</u> W.11.7 Conduct short as well as more sustained research projects (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. W.11.8 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, avoiding plagiarism and overreliance on any one source and</p>	Final Research Paper Or Project CEPA Students choose a text(s) to read and answer the EQ. CC suggests > than 2.	<p>Sample Research Paper Rubric</p> <p>Capstone Research Paper Rubric</p> <p>Possibilities: Research Project with multi-media presentation</p> <p>For ELLs: WIDA Writing Rubric</p>
				<p>Guide to a Research Paper GR 11 Research Paper Resources</p> <p>Scaffolding Research Papers</p> <p>American Association of School Librarians-Authentic Research</p>	

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		<p>following a standard format for citation. W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Speaking and Listening</u> SL 11.2. 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><u>Title : Book Sellers Project</u> Free & Independent Reading of Various Genres Students present books to the class.</p> <p><u>Duration:</u> Ongoing at the teacher’s discretion.</p>		<p><u>Key Ideas & Details</u> RL & RI 11.1 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><u>Craft and Structure</u> RI 11.5 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 RL 11.3 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). MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist). RI 11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Book Sellers Notes Graphic Organizer</p> <p><u>Suggested Resources</u> Field trips to authors, readings, local libraries, booksellers</p> <p>audible.com Kindles/e-readers</p>	<p><u>Ongoing Formative Assessments</u></p> <p>EHS Oral Presentation Rubric</p> <p>Book Sellers Rubric</p> <p><u>Suggested Resources</u> Collaboration Rubric for Group Work</p> <p>For ELLs: WIDA Writing Rubric</p>

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	<p><u>W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.11-12.5</u> 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.</p> <p>MA</p> <p>Gr. 11-12 MA ELA and Literacy: MA 3.A_ Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.</p> <p>WIDA English Language Development Standard 2: the Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content of Language Arts.</p>		
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Additional Relevant Resources for 11th Graders

1. SAT 11th Grade Overview
2. 11th Grade PARCC Overview
 - [PARCC GR 11 ELA/Literacy](#)
 - [PARCC Generic Rubrics 6-12](#)
 - [PARCC Sample of Writing Forms](#)
 - [MA DESE PARCC Page](#)
3. [MA Curriculum Framework for ELA and Literacy Incorporating CCSS](#)
4. 21 Century Job Skills Tests
5. Summer Reading Program Development