

## Grade 11 American Literature Curriculum Map

	Literature/Unit	Literary Terms/ Skills	Standard and Grade Level Expectations	Assessments	A.E.
<b>September</b>	Summer reading: <i>Winesburg, Ohio</i>  Poem: Dickinson, “Hope is the thing with feathers” Short story: Hawthorne, “Dr. Heidegger’s Experiment” or “Minister’s Black Veil”	plot , conflict, complications, climax, resolution, characterization, setting; symbol, allegory, diction, form (style) versus content, point of view	<b>11</b> Apply the knowledge that a text can contain more than one theme Analyze and compare texts with a universal theme and show supporting textual evidence <b>12</b> Analyze elements in fiction such as point of view, characterization, and irony	<b>Formative:</b> Quizzes; summarizers (e.g., 3-2-1); reading questions for comprehension and interpretation  <b>Summative:</b> Objective exam for summer reading. Objective exam on important literary concepts, using recall, identification, sentence completion.	1, 5, 6

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<b>October</b>	Drama: Arthur Miller, <i>The Crucible</i>	drama, stage directions, characterization, foreshadowing, irony, theme, figurative language—metaphor, simile, personification	<b>9</b> Relate a literary work to the ideas of the time by reading and researching the historical period for seminal information and analyze setting, plot, character, problem, main event, and resolution citing evidence from the text to support analysis. <b>17</b> The student will be able to analyze how dramatic conventions (scene, chorus, monologue, soliloquy, aside, etc.) support, interpret, and enhance dramatic text.	<b>Formative:</b> Quizzes; worksheets; journal writing; summarizers  <b>Summative:</b> Grade 11 Performance Assessment for Drama	1, 3, 5, 6
<b>November</b>	Edgar Allen Poe: “The Raven,” “The Cask of Amontillado,” “The Oval Portrait”  <i>The Great Gatsby</i> and the American Dream	imagery, mood, tone, alliteration, assonance, consonance, repetition, frame story, characterization, point of view	<b>14</b> Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, and paradox). <b>15</b> Identify and analyze imagery in a literary piece and identify how an author's use of words creates tone and mood and influences presentation of theme	<b>Formative:</b> Worksheets; study questions; quizzes; picture drawing; journal writing  <b>Summative:</b> Objective Exam	1, 5, 6

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<b>December</b>	<i>The Great Gatsby</i> and the American Dream	tone, point of view, flashback, foreshadowing, symbol, theme	<p><b>9</b> Relate a literary work to the ideas of the time by reading and researching the historical period for seminal information and analyze setting, plot, character, problem, main event, and resolution citing evidence from the text to support analysis.</p> <p><b>11</b> Apply the knowledge that a text can contain more than one theme.</p> <p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>15</b> Identify and analyze imagery in a literary piece and identify how an author's use of words creates tone and mood and influences presentation of theme</p>	<p><b>Formative:</b> Create timelines; worksheets; quizzes; journal writing</p> <p><b>Summative:</b> Grade 11 Performance Assessment for Fiction</p>	1, 2, 3, 5
<b>January</b>	Humor: Mark Twain, "Notorious Jumping Frog of Calaveras County," selected Twain witticisms  Friendship: <i>Of Mice and Men</i>	Humor, hyperbole, understatement, dialect, setting  dialect, setting, mood, characterization, foreshadowing	<p><b>10</b> Identify and analyze the characteristics of genres (satire, parody, allegory, pastoral) that overlap the lines of poetry, fiction, drama, and essay</p> <p><b>6</b> Analyze how dialect can produce positive or negative stereotypes among social groups</p>	<p><b>Formative:</b> Write/tell humorous stories; worksheet; quizzes; draw pictures of setting; paragraph writing and revision; journal writing</p> <p><b>Summative:</b> Exam: open-response paragraphs</p>	1, 5, 6

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<b>February</b>	<p>Friendship: <i>Of Mice and Men</i></p> <p>Non-Fiction Writing and Life's Big Issues: Ben Franklin, from <i>Autobiography</i>; Jean Crèvecoeur, from <i>Letters from an American Farmer</i></p>	forms of literature: fiction, poetry, drama, non-fiction, autobiography, essay, speech, memoir	<p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>11</b> Apply the knowledge that a text can contain more than one theme</p> <p><b>13</b> Identify author's purpose and point of view in expository text and evaluate the logic and use of evidence in an author's argument</p> <p>Analyze and evaluate how author's use the elements of non-fiction to achieve their purposes</p>	<p><b>Formative:</b></p> <p>Keep a chart of authors' style and ideas; study questions; short writing assignments; quiz</p>	1, 5, 6
<b>March</b>	<p>Non-Fiction Writing and Life's Big Issues: Emerson, from "Self-Reliance;" Thoreau, from <i>Walden</i>; Faulkner, "Nobel Prize Acceptance Speech;" N. Scott Momaday, "A Vision beyond Time and Place"</p>	repetition, restatement, parallel construction, contrast, extended metaphor, simile	<p><b>8</b> Identify and analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood</p> <p>Identify and analyze the point(s) of view in a literary work</p> <p>Analyze the logic in an author's argument (non-fiction)</p>	<p><b>Summative:</b></p> <p>Portfolio of writing, including a final essay that incorporates knowledge from authors we read</p>	1, 3, 5, 6

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<b>April</b>	Poetry: The many aims and forms of poems: various poems from Longfellow, Dickinson, Whitman, Frost, Edwin Arlington Robinson, Paul Laurence Dunbar, Robert Frost, Langston Hughes, Wallace Stevens, H. D., William Carlos Williams, Theodore Roethke, Alice Walker.	stanza (and stanza forms), rhyme scheme, meter, style, sonnet, lyric, free verse, narrative poetry, end rhyme, internal rhyme, slant rhyme, enjambment, refrain, assonance, consonance, alliteration, imagery, tone, mood, simile, metaphor, personification, connotation	<b>12</b> Analyze elements in fiction such as point of view, characterization, and irony <b>14</b> Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, and paradox) Identify, understand, and use the following: alliteration, metaphor, rhythm, couplet, onomatopoeia, simile, personification, rhyme scheme, hyperbole and symbolism Identify the theme of a given poem and provide evidence from the text to support this choice	<b>Formative:</b> Study questions; write poems; quizzes; journal writing; summarizers  <b>Summative:</b> Grade 11 Performance Assessment for Poetry	1, 3, 5, 6
<b>May</b>	Finish poetry unit  <i>The House on Mango Street</i>	setting, characterization, imagery, mood, tone, theme, metaphor, simile, grammar	<b>8</b> Identify and analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood <b>11</b> Apply the knowledge that a text can contain more than one theme and analyze and compare texts with a universal theme and show supporting textual evidence	<b>Formative:</b> Artwork; journals; study questions; quizzes  <b>Summative:</b> Test: objective and open-response Group presentations	1, 5, 6

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<b>June</b>	<p>“Barn Burning” by William Faulkner; perhaps an additional short story, time permitting</p> <p>Chronological review of the year</p> <p>Thematic review of the year</p>	symbol; point of view; theme	<p><b>11</b> Apply the knowledge that a text can contain more than one theme and analyze and compare texts with a universal theme and show supporting textual evidence</p> <p><b>8</b> Identify and analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood</p>	<p><b>Formative:</b></p> <p>Study questions; quiz</p> <p><b>Summative:</b></p> <p>Final exam: objective and essay</p>	1, 5, 6

## Grade 11 American Literature Curriculum Map

### American Literature 11 Curriculum Map - Composition

Month	Writing	Grammar	Standard and Grade Level Expectations
Sept	Composition review: --essay structure --topic sentence/thesis statement --support --expository paragraphs		<b>19</b> Use pre-writing strategies to generate ideas, to organize, to draft, and to revise Write a multi-paragraph composition with a clear focus that develops a main idea with supporting details (including an introduction, body, and conclusion) Write well-supported paragraphs centered around a <u>thesis statement</u> .
Oct	Composition: --paragraph unity --pre-writing --revising --persuasive essay		<b>19</b> Use pre-writing strategies to generate ideas, to organize, to draft, and to revise Write a multi-paragraph composition with a clear focus that develops a main idea with supporting details (including an introduction, body, and conclusion) Write well-supported paragraphs centered around a <u>thesis statement</u> Write well-organized and developed expository, narrative, argumentative, and persuasive essays rich in detail
Nov	Composition: --identify and correcting fragments and run-ons --descriptive writing Composition: --expository paragraphs	Fragments and run-ons	<b>21</b> Demonstrate competence in revising for transitioning, word choice, sequence, sentence structure, supporting detail, focus, organization, style, tone, grammar, and mechanics Proficiently revise the writing considering organizational structure, logical sequence of content, effective level of detail, and appropriate word choice
Dec	Composition: --topic sentences --sentence combining	Types of sentences: compound, complex, etc.; sentence combining	<b>24</b> Generate open-ended research questions, use a variety of resources, and select appropriate research methods for research on a specific topic Demonstrate knowledge and use of a variety of research resources <b>21</b> Demonstrate competence in revising for transitioning, word choice, sequence, sentence structure, supporting detail, focus, organization, style, tone, grammar, and mechanics
Jan	Composition: --self-assessment using a rubric --common usage errors, e.g., there, their, they're --free-writing and first drafts	Identifying and correcting common usage errors	<b>21</b> Proficiently revise the writing considering organizational structure, logical sequence of content, effective level of detail, and appropriate word choice <b>22</b> Use knowledge of types of clauses, verbals, mechanics, sentence structure, and standard English spelling when writing and editing Self and peer edit for meaning, organization, and content
Feb	Various informal writing assignments		<b>20</b> Write with audience and purpose in mind Demonstrate skills in expository writing, persuasive writing, narrative writing, and literary writing

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			Demonstrate use of different levels of formality, style, purpose, speaker, form, and tone
Mar	Composition: --adding strength to paragraphs with restatement, parallelism, use of contrast, metaphor, simile --purpose; audience --revision		<p><b>19</b> Use pre-writing strategies to generate ideas, to organize, to draft, and to revise Write a multi-paragraph composition with a clear focus that develops a main idea with supporting details (including an introduction, body, and conclusion) Write well-supported paragraphs centered around a <u>thesis statement</u> Write well-organized and developed expository, narrative, argumentative, and persuasive essays rich in detail</p> <p><b>21</b> Demonstrate competence in revising for transitioning, word choice, sequence, sentence structure, supporting detail, focus, organization, style, tone, grammar, and mechanics Proficiently revise the writing considering organizational structure, logical sequence of content, effective level of detail, and appropriate word choice</p>
April	Composition: --creative writing: poetry and fiction	Punctuation of quotations and dialogue	<p><b>20</b> Write with audience and purpose in mind Demonstrate skills in expository writing, persuasive writing, narrative writing, and literary writing Demonstrate use of different levels of formality, style, purpose, speaker, form, and tone</p> <p><b>19</b> Write well-organized stories or scripts with an explicit or implicit theme and write poems using a range of poetic techniques</p>
May	Composition: --letter writing; descriptive writing		<p><b>20</b> Write with audience and purpose in mind Demonstrate skills in expository writing, persuasive writing, narrative writing, and literary writing Demonstrate use of different levels of formality, style, purpose, speaker, form, and tone</p>
June	Review basic elements of all written composition		<p><b>19</b> Use pre-writing strategies to generate ideas, to organize, to draft, and to revise Write a multi-paragraph composition with a clear focus that develops a main idea with supporting details (including an introduction, body, and conclusion) Write well-supported paragraphs centered around a <u>thesis statement</u> Write well-organized and developed expository, narrative, argumentative, and persuasive essays rich in detail</p>

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### American Literature 11 Curriculum Map - Language

Month	Oral Language	Vocabulary	Standard and Grade Level Expectations
Sept	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion Continue to address earlier standards as they apply to more difficult texts</p>
Oct	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion Continue to address earlier standards as they apply to more difficult texts</p>
Nov	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion Continue to address earlier standards as they apply to more difficult texts</p>
Dec	Class Discussion Individual Presentation	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion Continue to address earlier standards as they apply to more difficult texts</p> <p><b>3</b> Deliver formal presentations for specific audiences using clear enunciation and appropriate gestures, tone, and vocabulary Create or use a rubric to evaluate final presentations</p>
Jan	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p>

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			Continue to address earlier standards as they apply to more difficult texts
Feb	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p> <p>Continue to address earlier standards as they apply to more difficult texts</p>
Mar	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p> <p>Continue to address earlier standards as they apply to more difficult texts</p>
April	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p> <p>Continue to address earlier standards as they apply to more difficult texts</p>
May	Class Discussion	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p> <p>Continue to address earlier standards as they apply to more difficult texts</p>
June	Class Discussion Group Presentations	Vocabulary that supports our reading	<p><b>4</b> Use a dictionary reference tool, glossary, thesaurus, and other reference aids Identify and use correct idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings</p> <p><b>2</b> Contribute actively to class discussions and summarize in a coherent way what was learned from a focused discussion</p> <p>Continue to address earlier standards as they apply to more difficult texts</p> <p><b>3</b> Deliver formal presentations for specific audiences using clear enunciation and appropriate gestures, tone, and vocabulary</p> <p>Create or use a rubric to evaluate final presentations</p>