

Naylor 11th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
1st	Early American Literature	6-8 weeks	
<p>Standard and/or initial resources used:</p> <p>- Glencoe American Literature Textbook</p> <p>* "Of Plymouth Plantation"</p> <p>"Sinners in the Hands of an Angry God"</p> <p>"Twenty-Third Psalm"</p> <p>John Smith's New World account</p> <p>Benjamin Franklin's autobiography</p> <p>Speech to 2nd Virginia Convention</p> <p>Declaration of Independence</p> <p>The Crisis, No. 1</p> <p>Substitute or Added Resources:</p> <p>~ Various visual media to supplement materials</p> <p>~ MLA Handbook</p> <p>Notes:</p>			<p>11-12.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p>11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <p>11-12.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.</p> <p>11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.</p> <p>11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.</p> <p>11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.</p> <p>11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</p> <p>11-12.RI.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.</p> <p>11-12.RI.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.</p> <p>11-12.RI.3.D Read and comprehend informational text independently and proficiently.</p> <p>11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>11-12.W.1.A 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 over reliance on any one</p>

source and following a standard format for citation.

11-12.W.2.A

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

11-12.W.3.A.a

Review, revise, and edit writing with consideration for the task, purpose, and audience.

11-12.SL.1.A

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.1.B

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12.SL.1.C

Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

11-12.SL.2.A

Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

11-12.SL.2.B

Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

11-12.SL.2.C

Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Naylor 11th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
2 nd	American Romanticism	8 weeks	
<p>Standard and/or initial resources used:</p> <ul style="list-style-type: none"> - Glencoe American Literature Textbook * "The Fall of the House of Usher" ~ Poe "The Devil and Tom Walker" ~ Hawthorne "The Pit and the Pendulum" ~ Poe "The Minister's Black Veil" ~ Hawthorne "Rip Van Winkle" ~ Irving - <u>The Scarlet Letter</u> by Nathaniel Hawthorne <p>Substitute or Added Resources:</p> <ul style="list-style-type: none"> ~ Various visual media to supplement materials <p>Notes:</p> <p>Asterisk denotes repeated throughout units</p>			<p>*11-12.RL.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p>*11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <p>*11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.</p> <p>*11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.</p> <p>*11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.</p> <p>*11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.</p> <p>*11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.</p> <p>*11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.</p> <p>*11-12.RL.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.</p> <p>*11-12.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</p> <p>*11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>*11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience.</p>

Naylor 11th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
3 rd	Civil War Era/Modern American Fiction 1920-40's	8 weeks	
<p>Standard and/or initial resources used:</p> <ul style="list-style-type: none"> - Various works by Mark Twain - <u>The Great Gatsby</u> by F. Scott Fitzgerald <p>Substitute or Added Resources:</p> <ul style="list-style-type: none"> - Various visual media to supplement material <p>Notes: Asterisk denotes repeated throughout units</p>			<p>11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.</p>

Naylor 11th Grade English Curriculum 2017-2018

Qtr.	Unit	Time	Standards Taught
4 th	Modern American Fiction 1950's-present	8 weeks	
<p>Standard and/or initial resources used:</p> <ul style="list-style-type: none"> - <u>Of Mice and Men</u> by John Steinbeck - <u>The Help</u> by Kathryn Stockett <p>Substitute or Added Resources:</p> <ul style="list-style-type: none"> - Various visual media to supplement materials 			
<p>Notes: Asterisk denotes repeated throughout units</p>			