

COURSE: 15-1 English
GRADE LEVEL: 11

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
PURITAN TRADITIONS	<ul style="list-style-type: none"> • The Crucible by Arthur Miller (required) • Clips from the Crucible Movie • The Examination of Sarah Good, court transcript • Young Goodman Brown by Nathaniel Hawthorne • Vocabulary in context 	<ul style="list-style-type: none"> • How did political events of the 1950's influence the writing of the Crucible? • How do themes in The Crucible resonate today? • Why did the founders of the U.S. insist on a separation between Church and state? • How does The Crucible illuminate the dangers of combining the powers of church and state? • How do people cope with fear? • How are characters developed in the play? 	<ul style="list-style-type: none"> • Use primary and secondary sources to gain an historical overview of McCarthy and fear of Communism in the 1950's • Write a bibliography • Use exposition, narration, description, and argumentation to support ideas • Compare the film version of the play with Miller's original • Understand how dialogue contributes to characterization, plot development, motives, and relationships • Discuss and write about the traditional elements of literary analysis: plot, setting, characterization, theme, symbolism, figurative language, etc. • Understand and identify characters who serve as foils, parallels, and catalysts • Identify static and dynamic characters • Understand stage directions and what they reveal about character relationships 	<ul style="list-style-type: none"> • Take notes • Find similarities and differences • Analyze several historical records of a single event • Draw conclusions • Predict outcomes • Recognize facts and details • Compare and contrast film and literature and draw conclusions regarding differences, etc. • Make inferences • Summarize • Use context clues • Work with graphic organizers • Venn Diagram 	1 st Quarter	<ul style="list-style-type: none"> • Web quest • Group presentation • Critical lens essay • Film response • Character journal • Extended response to listening • Class discussion • Quizzes • Creative Projects on Salem witch trials • Test

		<ul style="list-style-type: none"> How does the setting affect these stories? 	<ul style="list-style-type: none"> Analyze persuasive techniques in speeches and sermons Understand dramatic structure Identify and explain internal and external conflicts, climax, and resolution Interpret figurative language and discuss how it is related to theme Compare themes and characters in works of literature from different time periods Recognize foreshadowing, paradox, and irony Compare different authority figures Appreciate an author's use of persuasive writing Understand and appreciate a court transcript Define regionalism and use it to explore works of literature 	<ul style="list-style-type: none"> Characterization chart Detect bias in a speaker's language Recognize emotional language Work as a team Research a time period and place 		
THE AMERICAN DREAM AND THE PRICE OF SUCCESS CONTINUED	<ul style="list-style-type: none"> The Glass Menagerie (optional) 	<ul style="list-style-type: none"> How did the American Dream change in the 1930's and 40's? What does the playwright's message about the American Dream seem to be? How do the allusions and symbols Williams uses 	<ul style="list-style-type: none"> Understand and identify elements of expressionism Identify and explain the function of symbols and allusions and how they contribute to the development of character, conflict, and theme Understand and analyze use of archetype and irony Evaluate internal and external conflicts and how they are resolved Interpret aphorisms Interpret notions of success of two or more characters 	<ul style="list-style-type: none"> Create concept webs Empathize with characters and situations Categorize information Read graphs and charts Make inferences Interpret Quotations Synthesize 	1-3 Weeks	<ul style="list-style-type: none"> Journal entries Pyramid responses Concept webs Character analysis Critical lens essay Film response Debate Summary discussion Scavenger hunt Socratic seminar Group work on symbol and presentation

		<p>convey his message?</p> <ul style="list-style-type: none"> • What view of artists and their relationship to the culture around them is presented in the play? 	<ul style="list-style-type: none"> • Use Maslow's hierarchy to analyze character conflicts • Understand the historical context of the play 			<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests
<p>THE AMERICAN DREAM AND THE PRICE OF SUCCESS</p>	<ul style="list-style-type: none"> • The Great Gatsby by F. Scott Fitzgerald (required) • The Jazz Age 	<ul style="list-style-type: none"> • How are juxtaposition symbol, setting, and figurative language used to develop character conflict, and theme? • According to Fitzgerald, what is the state of the American Dream in the 1920's? • What is the relationship between wealth, class, and morality? • To what extent is it different today? 	<ul style="list-style-type: none"> • Use the writing process (prewriting, writing, editing/revising, and publishing) to produce the best writing pieces possible • Define and explain the use of juxtaposition • Compare past and present eras with regard to theme • Understand forces of change and methods of characterization • Understand and apply understanding of foil, parallel, catalyst • Recognize static and dynamic characters • Identify and explain how use of hyperbole, metaphor, simile, and personification contribute to character development • Understand how use of color provides clues to characterization and symbolism and the benefits of using Nick as the narrator • Appreciate details of style in Fitzgerald's writing • Distinguish between romantic and 	<ul style="list-style-type: none"> • Collect data • Interpret quotations • Identify story elements • Insert factual information in fiction • Use parenthetical documentation • Compare and contrast 	<p>3rd or 4th Quarter</p>	<ul style="list-style-type: none"> • Character journal • Chart of real world/dream world • Venn diagram chapters 1 and 2 • Writing to learn activities • Character sketch • Editorials, articles, reviews, obituaries, features, etc. • Jazz Age newspaper • Bibliography • Worksheets • Creative Project • Quizzes • Test • Comparison essay

			<p>realistic aspects of poetry and prose</p> <ul style="list-style-type: none"> • Determine the mood of passages (magical, symbolic, poetic, humorous, realistic, mocking) • Discover and interpret themes in the novel • Research artistic, social, political, and economic background • Develop awareness of indirect commenting conveyed through diction, simile, metaphor 			
<p>CIVIL WAR RECONSTRUCTION AND COMING OF AGE</p>	<ul style="list-style-type: none"> • The Adventures of Huckleberry Finn by Mark Twain • Coming of Age • Civil War historical study • Slavery • Friendship • United States and freedom 	<ul style="list-style-type: none"> • Why did Mark Twain write under a pseudonym? • What was America like before, during and after the Civil War? • Did the Civil War end the problems? • What is freedom? • What is friendship? • How much is friendship worth? • What is satire? • Where do we find satire in today's society? • How does Twain 	<ul style="list-style-type: none"> • Evaluate Twain's writing style, including satire and humor • Understand and analyze the historical context of this novel • Analyze Civil War actions and American culture during this time period • Evaluate friendship • Evaluate freedom • Compare and contrast our freedoms in today's society with those during the Civil War • Analyze growing up in America • Identify coming of age process that Huck goes through • Analyze Twain's use of setting, mood, tone, humor, satire, theme, etc. to establish meaning in the novel • Identify areas of America discussed in the novel • Analyze true friendship 	<ul style="list-style-type: none"> • Take notes • Develop an interpretation • Compare and contrast • Evaluate historical documents • Discuss author's writing style and his purpose for creating characters, motif, symbolism, theme, foreshadowing, and other literary ideas and how they influence meaning • Analyze content • Identify and 	<p>3rd or 4th Quarter</p>	<ul style="list-style-type: none"> • Class discussion • Worksheets • Emulate writing style • Paired text essay • Critical lens essay • Create map of America • Research Civil War and present findings • Test Twain's satire • Skits • Debate use of "N" word in Huck Finn • Quizzes • Tests • Creative project

		<p>use humor and satire to convey a difficult idea?</p> <ul style="list-style-type: none"> • Who is the hero of Huckleberry Finn? • Were Huck's actions appropriate? • What role does the river play in the novel? 		<p>explain symbols</p> <ul style="list-style-type: none"> • Brainstorm • Summarize ideas • Make inferences • Clarify 		
<p>THE AMERICAN DREAM AND THE PRIDE OF SUCCESS</p>	<ul style="list-style-type: none"> • Of Mice and Men by John Steinbeck (required) • Dreams • Dignity • Social norms • Illness and society's views of this • Life of migrant workers • View clips from the Of Mice and Men movie • Death of a Salesman (optional) • American Dream • Traveling salesmen • Door to door, city to city living 	<ul style="list-style-type: none"> • What is a dream? • How do we preserve human dignity? • Should you be your brother's keeper? • How and why are motifs used in literature? • What is the American Dream and is it available to everyone? • Is the American dream attainable for most Americans? • What are the costs of this Dream? • What is a 	<ul style="list-style-type: none"> • Understand the need for having a dream to focus on • Define and explain the use of juxtaposition • Compare past and present eras with regard to theme • Understand forces of change and methods of characterization • Understand and apply understanding of foil, parallel, catalyst • Recognize static and dynamic characters • Identify and explain how use of hyperbole, metaphor, simile, and personification contribute to character development • Evaluate life as a traveling salesman • Create posters that depict ideas from Salesman • Create an American Dream bulletin board • Evaluate Willy Loman and Biff 	<ul style="list-style-type: none"> • Take notes • Draw conclusions • Make inferences • Clarify • Brainstorm • Identify literary elements and how they demonstrate meaning • Analyze content • Evaluate historical documents • Develop an interpretation • Draw conclusions • Create images • Recreate segments of the play • Evaluate 	<p>2nd Quarter</p> <p>3-4 weeks</p>	<ul style="list-style-type: none"> • Class discussion • Bulletin boards • Posters • Essays • Paired text essay • Critical lens essay • Creative project • Journals • Venn diagrams • Class debate • Compare/contrast essay • Worksheets • Quizzes • Tests

		<p>traveling salesman?</p> <ul style="list-style-type: none"> • What are some of the benefits of being a traveling salesman? • How do you define success? • What are the risks of success? 	<ul style="list-style-type: none"> • Analyze character motivation and characterization used in play • Evaluate and analyze feelings of failure and loss 	<p>material possessions</p> <ul style="list-style-type: none"> • Describe the American Dream in both Mice and Salesman 		
SPEAKING	<ul style="list-style-type: none"> • Class Discussions • Original Poetry, Plays, Research, Papers/ Projects 	<ul style="list-style-type: none"> • How do you speak in front of a class? • Is there a specific way to present information? • How can I effectively present my ideas to my class? 	<ul style="list-style-type: none"> • Model appropriate emotional delivery of original poem, characteristics of appropriate public speaking guidelines, techniques of persuasion, interpretation of dramatic dialogue 	<ul style="list-style-type: none"> • Analyze public speaking • Evaluate presentations • Self evaluation • Model and demonstrate ideas 	All year varies per teacher	<ul style="list-style-type: none"> • Class large group discussions • Reading of student selections • Presentations of research and projects • Debates
STUDY SKILLS	<ul style="list-style-type: none"> • Note taking • How to tackle multiple choice questions on Regents exam 	<ul style="list-style-type: none"> • How do I take notes? • How do I use my notes? • How do I answer multiple choice questions? 	<ul style="list-style-type: none"> • Maintain updated, organized notebook • Evaluate methods of strategies • Analyze questioning types • Analyze use of documents 	<ul style="list-style-type: none"> • Brainstorm • Compare and contrast • Share ideas • Apply methods • Take notes 	All year varies by teacher	<ul style="list-style-type: none"> • Worksheets • Think/pair/share • Group discussion • Quizzes • Tests
WORD STUDY VOCABULARY GRAMMAR	<ul style="list-style-type: none"> • Roots, Suffixes. Prefixes • LC review questions • Workbook vocabulary 	<ul style="list-style-type: none"> • What words are important? • How can I figure out a word I don't know? • How can I use a 	<ul style="list-style-type: none"> • Study word parts and use their meanings to analyze unfamiliar words; study unfamiliar words from literature texts • Study use of words in sentences, paragraphs and original writing 	<ul style="list-style-type: none"> • Dictionary skills • Compare and share • Apply methods • Take notes • Review process 	On going varies by teacher	<ul style="list-style-type: none"> • Worksheets • Discussions • Paired work • Outside reading • Review books • Quizzes

		<ul style="list-style-type: none"> • How do I evaluate the credibility of a source? • What is the rhetorical effect of concession • What is a bibliography? How do I annotate sources? • How do I use sources and citations to substantiate claims? • How can we use images and graphics as text and relate them to written texts for rhetorical effect? 	<p>both sides of the argument</p> <ul style="list-style-type: none"> • Analyze personal writing and peer edit for understanding 	<p>varied source materials</p> <ul style="list-style-type: none"> • Evaluate personal writing to improve rhetorical effect of sentences and paragraphs 		
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