

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

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

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

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

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

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



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