

Literary Movements Units -11th grade

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>1. What are the characteristics of the following movements in American Literature?</p> <p>a. Colonialism/Puritanism</p> <p>b. Romanticism</p> <p>c. Transcendentalism</p> <p>d. Realism/Local Color</p> <p>e. Modernism/Post-Modernism</p> <p>2. How do historical events impact the development of and transitions between these literary movements?</p> <p>3. How is the ideology of the movement manifested in the literature?</p>	<p>Content varies per teacher and literary movement.</p>	<p>1. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.</p> <p>2. Analyze variations of universal themes in literary texts.</p> <p>3. Analyze historical, cultural, and social context of the text.</p> <p>4. Various literary devices including but not limited to setting, flashback, theme, character development, conflict, foreshadowing, satire, narrator, voice, figurative language, irony, climax, mood, tone, diction, imagery, point of view, or symbolism.</p> <p>5. Demonstrate comprehension of text by making predictions, comparing and contrasting, summarizing, and drawing conclusions.</p> <p>6. Determine meanings of unknown words by using textual features or reference materials.</p>	<p>Tests, quizzes, writing assessments, projects, speeches.</p>	<p>Literature textbook with a variety of speeches, essays, short stories, fiction, poetry, drama, etc.</p>

Anchor Text - The Crucible

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Range of Activities/Resources
<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>How does literature reflect historical and current events?</p> <p>How does the Puritan legacy continue to influence modern attitudes and values?</p> <p>Does fear instigate hysteria and vice versa?</p> <p>How does literature reflect the best and worst qualities in people and societies?</p> <p>What are innocence and purity?</p> <p>How do authors use allegory as a form of social commentary?</p>	<p><i>The Crucible</i>, Arthur Miller</p>	<p>Analyze & closely read text.</p> <p>Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of text.</p> <p>Summarize, make inferences, and draw conclusions.</p> <p>Analyze historical, social, and cultural context of setting.</p> <p>Recognize characteristics of allegory.</p> <p>Explain how choice of genre affects the expression of a theme or topic.</p> <p>Advance a judgment to literature that is interpretive, analytical, evaluative, or reflective.</p> <p>Evaluate how language choice, diction, syntax, and delivery style affect the mood and tone and impact the audience.</p>	<p>Choice of the following: Test/Quizzes Web Quest on historical context Creative Response Project Literary Analysis Written Responses Media Connections Dramatic Presentations</p>	<p><i>Arlington Road</i> <i>Bowling for Columbine</i> <i>History of America</i> <i>The Majestic</i> <i>Pleasantville</i> Homeland Security Act "What's He Building in There?" (Tom Waits) <i>Conde Nast</i> article</p>

Anchor Text - The Great Gatsby

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
1. Read and listen to learn by exposing students to a variety of genres of comprehension strategies 2. Write to express thoughts by using writing process to produce a variety of written works 3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.	How does the author's work reflect his life, experiences, etc.? How does the main character reflect the pursuit of dreams or goals and the obstacles one faces in trying to achieve those goals? How does the text reflect the social/historical context in America during the 1920s? How does point of view impact the reader's interpretation and understanding of the text? What literary devices are utilized? How does the text reflect or challenge modernism or other philosophical movements of the time period?	<i>The Great Gatsby</i> (F. Scott Fitzgerald)	Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Choice of the following: Test/Quizzes Web Quest on historical context Creative Response Project Literary Analysis Written Responses Media Connections Dramatic Presentations	

Independent Reading

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<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>1. What are the benefits of being a life-long reader?</p>	<p>Independently chosen books</p>	<p>1. Independently read books for various purposes.</p> <p>2. Apply literary skills to independently chosen books.</p>	<p>Various creative projects</p> <p>Tests</p> <p>Writing responses</p>	<p>School media center</p> <p>Public library</p> <p>Book recommendations</p> <p>Speeches to convey understanding</p> <p>Posters</p> <p>Projects</p> <p>Writing assignments</p> <p>Book talks</p>

Literary Analysis

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
	<i>Transformational Thinking</i>	Write persuasive compositions			❖

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Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
<p>1. Write to express thoughts by using writing process to produce a variety of written works</p> <ul style="list-style-type: none"> • clarity • discovery • perseverance • self-determination • voice • reflection • introspection • exponential personal growth <p>2. Writing is a way of knowing, showing, and becoming.</p> <p>3. Writing as means to keep thinking dynamic.</p> <p>4. Reflection is a habit of mind.</p>	<ul style="list-style-type: none"> • How can forward thinking help me make better decisions? • How do I develop a realistic plan for the future? • What evidence do I have that I am committed to learning? • How do I build a context for change in my life? • When is loyalty to myself more important than loyalty to a friend? • How will I know when to risk failure for possible success? • How do I demonstrate that I am open-minded enough to learn from my experiences? • How can I generate new ideas for solving problems? • How can I invent new opportunities? • What are the tradeoffs for technological advances? • Which decisions I make today will affect me for my entire life? • Where will I find wisdom? <p>Leadership Qualities</p> <ul style="list-style-type: none"> • How do I know if I am developing the academic skills that I will need in my future life? • What rules or principles do I use for how I treat others? • What responsibility do I have to society? • How do I resolve my 	<p>that:</p> <p>a. articulate a clear position;</p> <p>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and.</p> <p>develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</p> <p>2. Write reflective compositions that:</p> <p>a. use personal experiences as a basis for reflection on some aspect of life;</p> <p>b. draw abstract comparisons between specific incidents and abstract concepts;</p> <p>c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</p> <p>d. move from specific examples to generalizations about life.</p> <p>3. Write responses to literature</p>	<ul style="list-style-type: none"> • Write in all 4 modes: imaginative, narrative, expository, persuasive, with an emphasis on persuasive writing and expository literary analysis • Write a senior research paper with source analysis, integration of quoted material using “TLQ” (transition, lead-in, and quote) and citation, and works cited using MLA format • Solid knowledge of expository 5-paragraph, 3-chunk literary analysis paper • Go beyond the Jane Schaefer 5-paragraph chunk model using weaving and embedded quotes with “TLQ” • Write introductions that include a hook, background context, and a three-part thesis statement • Write conclusions that restate the thesis and main points and answer the “so what” of the essay, tying in evaluative meaning and effective editorializing • Focus on timed writing • Incorporate all 9 sentence patterns and introductory phrases and clauses in essays 	<p>Rubric for writing and/or speaking</p>	

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	<p>responsibilities to myself with those to my family members, my school, community, and world?</p> <ul style="list-style-type: none">• How can I effectively articulate my opinions and perspectives?• Who is in a position to help me affect change?• What can I do to avoid repeating mistakes made in history?• What leadership skills have I developed?• What leadership qualities will I need to take with me from high school?• What qualities define a good world citizen?• How can I create the world I want to live in?• How can I use my talents to create new opportunities for myself and for others?• How can we synthesis multiple sources and viewpoints in research?• Why is documentation so detail oriented?• What is the importance of learning Modern Language Association (MLA) guidelines?• How do we avoid plagiarism?• Why is plagiarism wrong?• Why is bibliographic information critical to the	<p>that:</p> <p>a. advance a judgment that is interpretative, analytical, evaluative or reflective;</p> <p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p> <p>c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;</p> <p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p> <p>e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and</p> <p>f. provide a sense of closure to the writing.</p> <p>4. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry</p>	<ul style="list-style-type: none">• Use literary devices and style techniques studied• Use the writing process to revise		

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	reader?	<p>and investigation.</p> <p>5. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p> <p>6. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.</p> <p>7. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</p> <p>8. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</p>			

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		<p>9. Integrate quotations and citations into written text to maintain a flow of ideas.</p> <p>10. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p> <p>11. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p> <p>12. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:</p> <p>a. report, organize and convey information</p>			

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		<p>accurately; b. use formatting techniques that make a document user-friendly; and c. anticipate readers' problems, mistakes and misunderstandings.</p> <p>13. Write informational essays or reports, including research, that:</p> <p>a. develop a controlling idea that conveys a perspective on the subject; b. create an organizing structure appropriate to purpose, audience and context; c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; d. make distinctions about the relative value and significance of specific data, facts and ideas; e. anticipate and address a reader's potential biases, misunderstandings and expectations; and</p>			

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		<p>f. provide a sense of closure to the writing.</p> <p>14. Write persuasive compositions that:</p> <p>a. articulate a clear position;</p> <p>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and</p> <p>c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</p> <p>15. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:</p> <p>a. report, organize and convey information accurately;</p> <p>b. use formatting techniques that make a document user-friendly; and</p> <p>c. anticipate readers' problems, mistakes and misunderstandings.</p> <p>Concept 6: Research</p> <p>PO 1. Write a research report that:</p>			

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		a. incorporates evidence in support of a thesis/claim b. integrates information from two or more pieces of primary and/or secondary research information c. makes distinctions between the relative value and significance of specific data, facts, and ideas d. integrates direct quotes e. uses internal citations f. includes a works cited, bibliography, or reference page			

Writing

Big ideas	Essential Questions	Skills/Standards	Activities/Resources and their assessment
1. Write to express thoughts by using writing process to produce a variety of written works <ul style="list-style-type: none"> • clarity • discovery • perseverance • self-determination • voice • reflection • introspection • exponential personal growth 2. Writing is a way of knowing,	What is the purpose of communicating through writing? What is the advantage of communicating through writing? How does "composition" contribute to literature, the humanities, and the legacy of man? How can the writer apply writing in an effective manner?	I. WRITING A. Type of Writing The student will do the following: 1. Plan, organize, and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose. B. Elements of Composition The student will do the following: 1. Generate, gather, and organize ideas for writing. 2. Develop an arguable/assertive thesis and clear purpose for writing. 3. Make generalizations and use supporting details. 4. Arrange paragraphs into a logical progression. 5. Revise writing for clarity, coherence, smooth transitions and unity. 6. Apply available technology to develop, revise and edit writing. 7. Generate a works cited page in a consistent and MLA or APA	<i>Specific criteria/areas of focus may be modified by teacher based upon student needs/deficiencies, assignment parameters, and lesson objectives.</i> 1. Discussion/Review of 6 Traits of Writing including: <ul style="list-style-type: none"> • ideas and content • organization • Word choice • Voice • Sentence fluency • Conventions 2. Discuss Writer's Toolbox, including general and specific writing, specific verbs and adverbs, literal and figurative language, onomatopoeia and alliteration, use of formal language, complete sentences and fragments, run-on sentences, compound sentences and verbs, parallelism, modifiers, relative clauses, subordinating and coordinating conjunctions, participial phrases

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<p>showing, and becoming.</p> <p>3. Writing as means to keep thinking dynamic.</p> <p>4. Reflection is a habit of mind.</p>	<p>What makes a writing piece exceptional?</p>	<p>accepted format.</p> <p>8. Revise, edit, and prepare final drafts for intended audiences and purposes.</p> <p>C. Spelling, Grammar and Usage</p> <p>The student will do the following:</p> <p>1. Understand the differences between formal and informal language styles and use each style appropriately.</p> <p>2. Use a variety of correctly punctuated sentences to communicate meaning and achieve the desired stylistic effect.</p> <p>WRITING PROCESS</p> <p>1. Evaluate and utilize 'journaling' as a mode of inspiration and reflection.</p> <p>2. Appraise and utilize technology in the brainstorming, drafting, revising, publication, and editing process, with specific attention paid to layout, graphics, grammar, and editing commands.</p> <p>3. Apply "writing to learn" strategies to record reactions, clarify thoughts, and further pose questions that contribute to the understanding and utilization of the writing process.</p> <p>4. Recognize the value of 'conferencing," with teacher and peers, as students develop and refine their writing.</p> <p>5. Synthesize, analyze, and evaluate the use of a writing portfolio in their growth and maturation as writers.</p> <p>6. Utilize rubrics, criteria sheets, and teacher-generated assessment tools, throughout the writing process.</p>	<p>3. Various writing activities including:</p> <ul style="list-style-type: none"> • Response to college prompts and the writing of the college essay • Journals, logs, and marginal notes • Critique sample student writings • Close analysis • Cooperative learning groups/literature circles • Independent and group projects • Class discussions/Socratic method <p>SHOWCASE WRITING PORTFOLIO</p> <p>One major piece of writing with expository focus. Choices may include:</p> <ol style="list-style-type: none"> 1. Call to Action: Persuasive Proposal Essay 2. News article 3. Interview 4. Biography / Autobiography 5. Set of Instructions / Demonstrative Essay 6. Business Letter <p>One major piece of writing with descriptive focus. Choices may include:</p> <ol style="list-style-type: none"> 1. Personality Profile 2. Travel Guide 3. Artistic Analysis 4. Poem / Short Story 5. Favorite ... / Worst ... 6. Resume / Cover Letter 7. Sensory Impressions - Environment <ol style="list-style-type: none"> a. A restaurant or cafeteria b. A nature walk c. A storm

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		<p>WRITING SHOWCASE PORTFOLIO</p> <p>1. Employ the most effective writing formats and strategies for the purpose and audience.</p> <p>2. Demonstrate command of a variety of writing genres, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal narrative <input type="checkbox"/> Descriptive essay <input type="checkbox"/> Critique <input type="checkbox"/> Response to literature <input type="checkbox"/> Parody of a particular narrative style (fable, myth, short story, etc.) <input type="checkbox"/> Poetry <p>3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.</p> <p>4. Apply all copyright laws to information used in written work.</p> <p>5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.</p> <p>6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.</p> <p>7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.</p> <p>8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.</p>	<p>d. Your gym class</p> <p>e. A crowded classroom</p> <p>f. The senior parking lot</p> <p>One major piece of writing with narrative focus. Choices may include:</p> <ol style="list-style-type: none"> 1. Point-of-View writing (First Person vs. Third Person) 2. Epistolary Writing 3. Personal Experience 4. Impressionist Writing 5. Monologue 6. Maxim: a concise statement of a generally recognized truth. <ol style="list-style-type: none"> a. "A little learning is a dangerous thing." b. "The more things change, the more they stay the same." c. "It's an ill wind that blows no good." d. "Don't judge a book by its cover." e. "The road to hell is paved with good intentions." f. "Pride goeth before a fall." <p>One major piece of writing with persuasive focus. Choices may include:</p> <ol style="list-style-type: none"> 1. Editorial 2. Persuasive Speech 3. Position Paper with research/evidence 4. Problem-Solution 5. Advertisement 6. Letter to the Principal / Editor <p>One major piece of writing that is a Literary Response Piece: Write a literary analysis that:</p> <ul style="list-style-type: none"> • analyzes the author's use of literary elements • analyzes different elements of figurative language • compares the illustration of the same theme in two different

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			<p>literary genres, using their structural features as the basis for the comparison</p> <ul style="list-style-type: none">identifies how an author's choice of words and imagery sets the tone and advances the work's theme <p>One major piece of writing that is a Research Writing Piece: Write a research report that:</p> <ul style="list-style-type: none">incorporates evidence in support of thesis/claimintegrates information from two or more pieces of primary and/or secondary research informationmakes distinctions between the relative value and significance of specific data, facts, and ideasintegrates direct quotesuses internal citations <p>MY OWN VOICE FOCUS Students will:</p> <ol style="list-style-type: none">Demonstrate writing competency, utilizing a variety of forms, in an anthology exhibition focused on student writing.Apply different forms, voices, and audiences around a central theme or genre.Employ the use of visual art/graphics to complement the written text. <p>Students Constructing Meaning from Media:</p> <ol style="list-style-type: none">Understand that messages are representations of social reality and vary by historic time periods and parts of the world.Identify and evaluate how a media product expresses the values of the culture that produced it.Identify and select media forms appropriate for the viewer's purpose.Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial

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			prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards). 5. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

Narrative college essay 11th grade

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resource
Write to express thoughts by using writing process to produce a variety of written works.	How does one derive meaning from personal experiences and communicate it to a wider audience? What storytelling techniques are effective in personal narrative?	Personal narrative (college essay)	Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. Select and use an appropriate organizational structure to refine and develop ideas for writing. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.	Rubric for personal narrative Optional college application submission and/or community service project	Writing process Strategies for composing an effective lead Use of "show, don't tell" strategies Use of figurative language, dialogue, and theme development Sharing aloud, peer response

Persuasive Writing and/or Speaking -11th grade

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>1-What makes a source reliable? (not Wikipedia)</p> <p>2- What qualifies as persuasive language?</p> <p>3- How do persuasive techniques change, based on the audience?</p>	<p>Persuasive writing/speaking</p>	<p>1. The thesis statement will establish the position in the paper</p> <p>2. Organization will reflect the audience and goals of the essay</p> <p>3. Incorporate rhetorical devices</p> <p>4. Anticipate the opposing argument</p> <p>5. Students will use resources responsibly</p> <p>6. Vocabulary is suited to the audience, topic and goals</p> <p>7. Students will effectively use the writing process to improve the overall quality of the paper</p>	<p>Rubric for writing and speaking</p>	<p>Range of:</p> <p>Presentation/Defend</p> <p>Video activity</p> <p>Sample papers</p> <p>Courtroom dramas</p>

Research Writing and/or Speaking 11th grade

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources

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<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>1-What makes a source credible?</p> <p>2- What is plagiarism?</p> <p>3- Why is documentation important?</p>	<p>Research writing/speaking</p>	<ol style="list-style-type: none"> 1. The thesis statement will establish the structure of the paper 2. Organization will reflect the audience and goals of the essay 3. Vocabulary is suited to the audience, topic and goals 4. Students will document sources correctly -MLA format 5. Paragraphs will use effective transitions 6. Effectively synthesize researched information with original thought 7. Analyze the reliability of sources 8. Students will effectively use the writing process to improve the overall quality of the paper 	<p>Rubric for writing and speaking</p>	<p>Range of:</p> <p>Presentation</p> <p>Video activity</p> <p>Sample papers</p>

Grammar

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Range of Activities/Resources
<p>Read and listen to learn by exposing students to a variety of genres and comprehension strategies.</p> <p>Write to express thoughts by using writing process to produce a variety of written works.</p> <p>Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>How is grammar related to the message conveyed in speech and writing?</p>	<p>Revisit phrases, clauses, and sentence structure for variety in writing.</p> <p>Revisit pronoun, verb, and modifier usage.</p> <p>Understand the transitive nature of usage conventions.</p> <p>Consult reference tools as needed for guidance in complex usage issues.</p>	<p>Demonstrate a command of the conventions of standard English grammar and usage.</p> <p>Make effective choices about grammar for meaning and style.</p>	<p>Correct usage in writing</p> <p>Tests/quizzes</p>	<p>Exercises</p> <p>Writing responses</p> <p>On-line grammar practice</p> <p>ACT/SAT grammar practice</p> <p><i>Power Plus for the New SAT</i></p> <p>Games, grammar hunts, etc.</p>

Punctuation- 11th grade

Big ideas	Essential Questions	Content	Skills/Standards	Assessment + criteria	Activities/Resources
<p>1. Read and listen to learn by exposing students to a variety of genres and comprehension strategies</p> <p>2. Write to express thoughts by using writing process to produce a variety of written works</p> <p>3. Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>2. How does punctuation guide the reader in understanding of the text?</p> <p>3. How can various punctuation marks alter the meaning of the text?</p> <p>4. How does accurate punctuation enhance writing; and how can inaccurate punctuation distort the meaning of written material?</p>	<p>Commas, semicolons, dashes, end marks within the context of written material.</p>	<p>1. Employ proper punctuation techniques to remedy fragments and run-ons.</p> <p>2. Correctly use commas: *after introductory phrases and clauses. * when two adjectives modify the same noun. *when a phrase or clause interrupts a sentence. *after introductory adverbs.</p> <p>3. Use semicolons to correctly link two complete sentences.</p> <p>4. Use dashes correctly to enhance writing.</p>	<p>Included in rubric for writing assignments</p>	<p>Student's written texts</p> <p>Punctuation handouts</p>

Vocabulary

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<p>Read and listen to</p>	<p>How is meaning derived</p>		<p>Analyze the relationships of</p>	<p>Tests/quizzes</p>	<p><i>Power Plus</i> workbooks: 4 grade</p>

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<p>learn by exposing students to a variety of genres and comprehension strategies.</p> <p>Write to express thoughts by using writing process to produce a variety of written works.</p> <p>Speak to express thoughts effectively by using spoken and visual language to communicate effectively.</p>	<p>from word patterns (e.g., roots, prefixes, suffixes)?</p> <p>How does an expansive and growing vocabulary base add to a person's overall ability to communicate?</p> <p>How can the meaning of unfamiliar vocabulary words be understood through context clues?</p>	<p><i>Power Plus for the New SAT</i></p> <p>Content vocabulary from literature units.</p>	<p>pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.</p> <p>Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and to recognize the relationships between words.</p> <p>Clarify meaning of unknown words through the use of strategies such as semantic (context) clues, syntax clues, and the use of reference materials.</p> <p>Distinguish a word from other words with similar denotations but different connotations.</p> <p>Use grade-appropriate vocabulary in writing.</p>	<p>Use of words in writing assignments</p>	<p>levels</p> <p>Inference exercises</p> <p>Critical reading exercises for vocabulary usage</p> <p>New SAT-style writing and grammar exercises</p> <p>Focused prefix, suffix, and root practice</p> <p>Integrating vocabulary words into writing assignments</p>

Speaking and Listening - 9th/12th

Big ideas	Essential Questions	Skills/Standards	Activities/Resources and their assessment
1. Speaking expresses	Why is communication	<i>Comprehension and Collaboration</i>	Class Presentations

Curriculum Map-- Kings School District - English 11

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<p>thoughts, opinions, and ideas by using good communication skills to gain understanding.</p> <ul style="list-style-type: none"> • Organization of ideas • Incorporation of details, statistics, and examples <p>2. Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium.</p> <p>3. Good listening and observation skills are strategies to gain understanding of communication.</p> <p>4. Public speaking skills and strategies help in the interaction of working effectively with others.</p> <p>5. Communication skills and strategies</p>	<p>important?</p> <p>How will speaking and listening skills enhance one's life?</p> <p>What makes communication clear, useful, and meaningful?</p> <p>How does one convey meaning verbally and nonverbally?</p>	<p>Grades 9 and 10</p> <ol style="list-style-type: none"> 1. Initiate and participate effectively in group discussions on <i>grades 9-10 topics, texts, and issues</i> being studied in class. <ol style="list-style-type: none"> a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines and to establish roles. c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions. d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task. e. Evaluate whether the team has met its goals. 2. Synthesize information presented visually or multimodality with other information presented orally, noting any discrepancies between the data that emerge as a result. 3. Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence. <p><i>Presentation of Knowledge and Ideas</i></p> <ol style="list-style-type: none"> 4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes. 5. Make strategic use of digital media elements and visual displays of data to enhance understanding. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. <p><i>Comprehension and Collaboration</i></p> <p>Grades 11 and 12</p>	<p>Discussion Groups</p> <p>Socratic Seminars</p> <p>Class Participation</p>

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effectively present ideas and one's self in a variety of situations.		<p>1. Initiate and participate effectively in group discussions on <i>grades 11-12 topics, texts, and issues</i> being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions.</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views).</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.</p> <p>e. Evaluate whether the team has met its goals.</p> <p>2. Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.</p> <p>3. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.</p> <p><i>Presentation of Knowledge and Idea</i> <i>Grades 11 and 12</i></p> <p>4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.</p> <p>5. Make strategic use of digital media elements and visual displays of data to enhance understanding.</p>	

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		6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	