



11th Grade English Curriculum

M.P	Topic:	Length	Guiding Questions	Reading/Writing Assignments	Reading and Writing Assessments
1	Narrative Writing	5 weeks	<ul style="list-style-type: none"> - How do I explore my life and the world around me in a community of writers? - Is a memoir a confession or a thoughtful insight? - What are memoirists' basic and essential decisions that make them different from storytellers? - Why is it necessary for a memoirist to discover the meaning of the memoir? 	<p>Reading:</p> <ul style="list-style-type: none"> - Various Memoir Examples - Student Examples - Excerpts from published memoirs <p>Writing:</p> <ul style="list-style-type: none"> - Journal Entries - Dialogue Practice - Effective Introduction Techniques - Use of Graphic Organizers 	<p>Reading:</p> <ul style="list-style-type: none"> - Analyzing Selected Memoirs for Techniques and Themes <p>Writing:</p> <ul style="list-style-type: none"> - Final Personal Memoir - Rubric Attached - https://docs.google.com/document/d/1Pa-1H7ammfUM67EmMYjPJ_2FRORJxKEWjWSw9-UU9ME/edit
2	Narrative Reading & Literary Essay	7 Weeks	<ul style="list-style-type: none"> - What distinguishes one narrative genre from another? What is a satire? - Which literary devices are most commonly used, and most effective, in a satire? - How does the context (historical, cultural, literary) of the satire play an important role? - What are the conventions of the genre you read? - What do you notice about the craft of the authors 	<p>Reading:</p> <p>Anchor Text - <i>The Crucible</i> by Arthur Miller</p> <p>Supplemental Texts</p> <ul style="list-style-type: none"> - "Sinners in the Hands of an Angry God" - "Young Goodman Brown" - Various articles and texts over the Salem Witch Trials and McCarthyism <p>Writing:</p> <ul style="list-style-type: none"> - Journal Entries, Response Questions, Sermon Excerpt, Play analysis 	<p>Reading:</p> <ul style="list-style-type: none"> - Assessments over Acts 1-4 and a final assessment over <i>The Crucible</i> <p>Writing:</p> <ul style="list-style-type: none"> - Analysis paper over <i>The Crucible</i> - Rubric Attached - https://docs.google.com/document/d/1cF2RBQsJ2UIyWhP2lbYEAepCeYyoMaAhCpoBza4NX8M/edit



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			<p>you admire most?</p> <ul style="list-style-type: none">- How do you provide the best evidence to support a claim?- How do you re-examine your writing to make it more clear?		
3	Informational Reading: Freedom & Informational Writing	5 weeks	<ul style="list-style-type: none">- How do we balance the tension between individual rights and the common good?- How do the texts I am reading relate to the overarching theme of human rights?- How are these issues I am encountering personally relevant?- What is the historical context of this issue?- How does this issue connect to foundational documents?- How are foundational documents, informational texts, and literature connected?- How can I inform myself about issues that impact the daily lives of Americans?- How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?- Are human rights	<p>Reading:</p> <ul style="list-style-type: none">- Various poems, speeches, songs, and essays over the theme of freedom such as The Bill of Rights, “I have a Dream” by MLK, etc.- Techniques of Persuasion <p>Writing:</p> <ul style="list-style-type: none">- Responses to selected materials above- Comparisons between selected materials above- Analysis of persuasion techniques	<p>Reading:</p> <ul style="list-style-type: none">- Analysis of speeches to identify ethos, pathos, and logos and other persuasive techniques <p>Writing:</p> <ul style="list-style-type: none">- Final persuasive poem or speech demonstrating personal ideas of freedom- Rubric Attached- https://docs.google.com/document/d/1xb_e1fblnDMfVXs5nzpFajlhOs0Rd6O2BsNuswoKDWfM/edit



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			established in The Bill of Rights at risk?		
4	Narrative Reading & Argumentative Writing	8 weeks	<ul style="list-style-type: none">- How do we develop a precise and knowledgeable claim?- How do we establish the significance of the claim?- How do we best organize an editorial?- How do we address counterclaims in an editorial?- How do we use knowledge of the audience to shape the editorial?- How do we choose sources to inform our editorial?- How do we determine the most relevant evidence?- How do we incorporate sources into an editorial?- How do the processes we use to write an editorial transfer to other ways of thinking?	<p>Reading: Anchor Text - <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <ul style="list-style-type: none">- Fitzgerald Biography, Articles about the Roaring 20s, Various materials dealing with the American Dream, Vocabulary in Context <p>Writing:</p> <ul style="list-style-type: none">- Journal Entries, Chapter Summaries, Quote Analysis, Character Development, Themes, and Comparisons	<p>Reading:</p> <ul style="list-style-type: none">- Assessments over <i>The Great Gatsby</i> Chapters 1-9 and In-text Vocabulary <p>Writing:</p> <ul style="list-style-type: none">- Argumentative Essay over <i>The Great Gatsby</i>- Rubric Attached- https://docs.google.com/document/d/1gXxjZi9vQBCdNZxkMpD-hJhP708nBVfsIpX6Z_Qp_aY/edit#