



Curriculum Map- Scope and Sequence: Grade 11 English

Saddlebrook Preparatory School

Purpose of Planning	Unit One Q1, W1-3	Unit Two Q1, W4-6	Unit Three Q1, W7-9	Unit Four Q2, W10-13	Unit Five Q2, W14-18
Unit Topic and Overview:	<p>Early American Writing (1600-1800): Native American Experience, Early Settlers, Puritan Tradition, American Revolution</p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. Who owns the land? 2. What makes an explorer? 3. Who has the right to rule? 	<p>Early American Writing (1600-1800) Drama: <i>The Crucible</i></p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. How much is our honor, our integrity, our pride, worth? How far would you go to defend it (main overarching question of the unit)? 2. What are the consequences when we allow ourselves to be ruled by suspicion and fear? 3. Is it pride or foolishness to give your life for what you believe in? 	<p>American Romanticism (1800-1855): The Transcendentalists, American Gothic</p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. Is the price of progress ever too high? 2. Does everyone have a “dark side”? 3. Is it patriotic to protest one’s government? 	<p>American Romanticism (1800-1855) Novel: <i>The Scarlet Letter</i></p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. In what ways does society use stigmas in order to deem what is socially acceptable? 2. Can there be mitigating circumstances that exonerate a “sinner”? 	<p>Regionalism and Naturalism (1870-1910): Regionalism, Naturalism, New Role for Women</p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. Why are there “haves” and “have-nots”? 2. How have women’s roles evolved over the years?



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<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should have background knowledge of the historical emergence of the United States, as well as previous experience analyzing literature with regards to:</p> <ul style="list-style-type: none"> • historical context • theme • purpose • persuasive techniques <p>Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students should have prior experience reading a drama.</p> <p>Students should have prior experience with the conventions of drama such as:</p> <ul style="list-style-type: none"> • tragedy • comedy • plot/structure • character types • speech devices <p>Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students should have prior experience reading essays and short stories.</p> <p>Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.</p> <p>Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students should have prior experience reading a novel.</p> <p>Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.</p> <p>Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students should have prior experience reading novels and short stories.</p> <p>Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.</p> <p>Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of early America impact the literature of the time? 2. Identify and analyze characteristics of creation myth, folk tale, historical narrative, and drama. 3. Compose a literary analysis that reflects a critical, analytical understanding of the text. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of early America impact the literature of the time? 2. Write an argument to support a claim in an analysis of <i>The Crucible</i>, using valid reasoning and relevant and sufficient evidence. <p>Students will be able to analyze the impact of the author’s choices regarding how to develop elements of drama.</p> <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Romantic era impact the literature of the time? 2. Identify and analyze elements of transcendentalism. 3. Analyze literary elements used to create mood and theme. <p>Students will be able to demonstrate knowledge of nineteenth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to analyze documents of historical and literary significance for their</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Romantic era impact the literature of the time? 2. Analyze the role and impact religion had on the American colonies and its continued influence throughout the formation of the American identity. 3. Read a piece of literary criticism and distinguish between a legitimate interpretation that is supported by the text and one that is based on opinion and not merited with textual examples. <p>Students will be able to demonstrate knowledge of nineteenth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of Regionalism and Naturalism impact the literature of the time? 2. Identify and analyze elements of style, including tone, sentence structure, figurative language, and dialogue. <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>Students will be able to analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>American Literature</i> (Holt McDougal 2012) <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> "The World on the Turtle's Back" –<i>Iroquois Creation Myth</i> Selected poetry by Anne Bradstreet, Edward Taylor <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Excerpts from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> Excerpts from <i>Sinners in the Hands of an Angry God</i> Excerpts from <i>The Declaration of Independence</i> Excerpts from <i>Benjamin Franklin's Autobiography</i> 	<p><u>Anchor Text:</u></p> <p><i>The Crucible</i> by Arthur Miller</p> <p><u>Supplemental Text:</u></p> <ul style="list-style-type: none"> Article: "The Rise of American Drama" Article: "Deadly hunt for 'witches' haunts Kenya villagers" Informational: "Witch Tests" Informational texts regarding McCarthyism 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>American Literature</i> (Holt McDougal 2012) <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> "The Devil and Tom Walker" by Washington Irving "The Fall of the House of Usher" by Edgar Allen Poe "The Masque of the Red Death" by Poe <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Excerpts from <i>Self-Reliance / Nature</i> by Ralph Waldo Emerson Excerpts from <i>Walden / Civil Disobedience</i> by Henry David Thoreau Nonfiction texts related to themes found within the selected readings 	<p><u>Anchor Text:</u></p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p><u>Supplemental Text:</u></p> <ul style="list-style-type: none"> "The Minister's Black Veil" by Hawthorne "The Hollow Men," T.S. Eliot Nonfiction articles related to themes found within <i>The Scarlet Letter</i> 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>American Literature</i> (Holt McDougal 2012) <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> Excerpts from selected works of Mark Twain "The Yellow Wallpaper" by Charlotte Perkins Gilman Selected works by Kate Chopin, Selected poetry by Walt Whitman, Emily Dickinson <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Background nonfiction texts on Reconstruction, "the Gilded Age," and naturalism Author biographies
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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> • Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • Introduction to creation myths PPT • Timeline of Early America • Olaudah Equiano Video, Discovery Edu. 	<ul style="list-style-type: none"> • Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • <i>The Crucible</i> DVD • The Crucible Trailer • The Crucible Resources - The NYTimes • The Crucible Allegory Webquest 	<ul style="list-style-type: none"> • Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • American Romanticism in Art • Gothic Literature: Short Stories Unit 	<ul style="list-style-type: none"> • Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • <i>The Scarlet Letter</i> film adaptation excerpts • The Scarlet Letter Comprehension Quiz • Minister's Black Veil Lesson • The Scarlet Letter NYTimes • NPR - Hester Prynne: Sinner, Victim, Object, or Winner? 	<ul style="list-style-type: none"> • Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • Mark Twain Background • Mark Twain and American Humor • Naturalism Introduction
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and notetaking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Student-composed sonnets activity • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Small group discussion / collaborative learning • Dramatic reading of <i>Macbeth</i> • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Socratic seminar 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Poetry analysis



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Assessments: *Types and Measurements of Mastery	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)) 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • FINAL EXAM • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)
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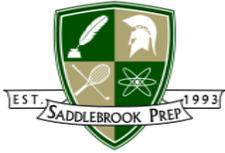
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>American History:</u> Students will explore the historical context of early America, from years 1600-1800. CC American Literature Units</p>	<p><u>American History:</u> Students will analyze how Arthur Miller’s <i>The Crucible</i> is a critique on the McCarthy Era and the hunt for Communists in the United States. They will identify specific plot events from <i>The Crucible</i> and how they compare to the events of the 1950’s. Dramatizing The Crucible</p> <p><u>Social Studies:</u> Students will explore how fear affects groups and individuals, using references from modern day society and relating to <i>The Crucible</i>. The Crucible Unit Teacher Webpage</p>	<p><u>American History:</u> Students will explore the historical context of American Romanticism.</p> <p><u>Social Studies:</u> Students will read “On Civil Disobedience” by Mohandas K. Gandhi and draw parallels between the views Thoreau presents in <i>Walden</i> and “Civil Disobedience” and Gandhi’s beliefs, citing evidence from both texts to support argument.</p>	<p><u>American History:</u> Students will explore the historical context of American Romanticism.</p> <p><u>Social Studies:</u> Students will explore the essential question: <i>How are we shaped by our identities in society?</i> by examining cultural systems in various societies.</p> <ul style="list-style-type: none"> • The Scarlet Letter Comprehensive Unit • The Scarlet Letter Penguin Guide 	<p><u>American History:</u> Students will read nonfiction texts on Reconstruction, “the Gilded Age,” and naturalism.</p> <p><u>Social Studies:</u> Students will explore the rapidly changing roles of American women in the nineteenth and early twentieth century. Students will understand how factors such as race, class, nationality / immigration status, and marital status affected a woman’s place and role(s) at the turn-of-the-century (1890s-1910s).</p> <ul style="list-style-type: none"> • The Yellow Wallpaper: Women's Roles • The Yellow Wallpaper - The Writing Woman
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<p>Honors Course Differentiation(s):</p>	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources • Q1 Project: Choose <i>one</i> book from pages 298-299 to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author’s background, reading response journal, vocabulary index cards, and analysis paper. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q1 Project: Choose <i>one</i> book from pages 298-299 to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author’s background, reading response journal, vocabulary index cards, and analysis paper. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources • Q1 Project: Choose <i>one</i> book from pages 298-299 to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author’s background, reading response journal, vocabulary index cards, and analysis paper. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q2 Project: Romanticism Extension Assignment. Describe an aspect of American Romanticism by interpreting three or more texts. Aspects to choose from include: belief in the individual and common man, love of (reverence for) nature, interest in the bizarre, supernatural, and gothic, interest in the past, reasonably optimistic view of the world, and faith in inner experience / power of the imagination. Present analysis in a 4-5 page paper as well as a PPT/Prezi to present to the class. Romanticism Extension Project 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q2 Project: Romanticism Extension Assignment. Describe an aspect of American Romanticism by interpreting three or more texts. Aspects to choose from include: belief in the individual and common man, love of (reverence for) nature, interest in the bizarre, supernatural, and gothic, interest in the past, reasonably optimistic view of the world, and faith in inner experience / power of the imagination. Present analysis in a 4-5 page paper as well as a PPT/Prezi to present to the class. Romanticism Extension Project
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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RL.11-12.11 CCSS.ELA-Literacy.RL.11-12.12 CCSS.ELA-Literacy.RL.11-12.13 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RL.11-12.11 CCSS.ELA-Literacy.RL.11-12.12 CCSS.ELA-Literacy.RL.11-12.13 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RL.11-12.11 CCSS.ELA-Literacy.RL.11-12.12 CCSS.ELA-Literacy.RL.11-12.13 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RL.11-12.11 CCSS.ELA-Literacy.RL.11-12.12 CCSS.ELA-Literacy.RL.11-12.13 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 11, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Grade 11 English

Purpose of Planning	Unit Six Q3, W19-23	Unit Seven Q3, W24-27	Unit Eight Q4, W28-31	Unit Nine Q4, W32-36	
Unit Topic and Overview:	<p>The Harlem Renaissance and Modernism (1910-1940): The Harlem Renaissance, Poetry, The Modern Short Story</p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. What is <i>modernism</i>? 2. How can people honor their heritage? 	<p>Modernism (1910-1940) The Jazz Age Novel: <i>The Great Gatsby</i></p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. Can fiction reveal truth? Should a story teach you something? 2. What does it mean to “know oneself?” How can it be possible to not know oneself? 	<p>Modern and Contemporary Literature (1940-Present): Responses to War, Civil Rights and Protest Literature</p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. What is the American Dream? 2. Are equal rights attainable? 	<p>Modern and Contemporary Literature (1940-Present) Drama: <i>Death of a Salesman / American Voices</i></p> <p><i>Discover:</i></p> <ol style="list-style-type: none"> 1. What is the American Dream? <i>Why do some achieve it while others do not?</i> 2. How do we form our identities? 3. How do capitalism and modernization affect American workers? 	
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should have prior experience reading poetry and short stories.</p> <p>Students should be familiar with poetic devices such as:</p> <ul style="list-style-type: none"> • tone • mood • imagery • symbolism • motif • theme 	<p>Students should have prior experience reading a novel.</p> <p>Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.</p>	<p>Students should have prior experience reading and analyzing primary and secondary source documents.</p> <p>Students should have prior experience making inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.</p>	<p>Students should have prior experience reading drama with an understanding of its inherent elements.</p> <p>Students should have prior experience making inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.</p>	



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Harlem Renaissance impact the literature of the time? 2. Identify and analyze literary elements, including tone, theme, diction, voice, mood, irony, imagery, setting, and character development. <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences the jazz age impact the literature of the time? 2. Analyze written reviews of literature, film, and performance to compare to one's own responses. 3. Identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language. <p>Students will be able to demonstrate knowledge of nineteenth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of 20th century America impact the literature of the time? 2. Identify and analyze faulty reasoning, including circular logic and non-sequiturs. <p>Students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of 20th century America impact the literature of the time? 4. Compose a literary analysis that reflects a critical, analytical understanding of the text. 2. Analyze the impact of globalization and modernization on society and compare it to the "outsourcing" of Willy Loman. <p>Students will be able to synthesize information about globalization and modernization from various sources.</p> <p>Students will be able to demonstrate knowledge of nineteenth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>American Literature</i> (Holt McDougal 2012) <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> Selected poetry by Langston Hughes Selected poetry by Robert Frost "How It Feels to be Colored Me" by Zora Neale Hurston Selected poetry by T.S. Eliot "A Rose for Emily" by William Faulkner <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Background nonfiction texts on Modernism and the Harlem Renaissance 	<p><u>Anchor Text:</u></p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><u>Supplemental Text:</u></p> <ul style="list-style-type: none"> Nonfiction texts related to the jazz age Nonfiction articles related to themes found within <i>The Great Gatsby</i> Article: "When the Rich-Poor Gap Widens, 'Gatsby' Becomes a Guidebook" 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>American Literature</i> (Holt McDougal 2012) <p><u>Literary Texts:</u></p> <ul style="list-style-type: none"> Excerpts from <i>Our Town</i> Excerpts from <i>The Glass Menagerie</i> "Adam" by Kurt Vonnegut <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Background information on American contemporary literature Articles related to civil rights from society today Excerpt from <i>Letter from Birmingham Jail</i> Excerpt from <i>Survival in Auschwitz</i> 	<p><u>Anchor Text:</u></p> <p><i>Death of a Salesman</i> by Arthur Miller</p> <p><u>Supplemental Text:</u></p> <ul style="list-style-type: none"> Nonfiction texts related to globalization and modernization in society Nonfiction articles related to themes found within <i>Death of a Salesman</i> NYTimes review: Death of a Salesman - NYTimes 	
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> Thinkcentral.com Media Smart DVD Teacher One Stop Student One Stop Modernism Comprehension Check Cubism Art Gallery Navigating Modernism with The Love Song of J. Alfred Prufrock 	<ul style="list-style-type: none"> Thinkcentral.com Teacher One Stop Student One Stop The Great Gatsby comprehension check Teaching The Great Gatsby with the NYTimes 	<ul style="list-style-type: none"> Thinkcentral.com Teacher One Stop Student One Stop I Have A Dream Speech NYTimes Article History.com - Auschwitz-Birkenau 	<ul style="list-style-type: none"> Thinkcentral.com Teacher One Stop Student One Stop <i>Death of a Salesman</i> DVD Debate: Is the US still a land of opportunity? How Mobility Works 	



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and notetaking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Student-composed sonnets activity • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Small group discussion / collaborative learning • Dramatic reading of <i>Macbeth</i> • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Socratic seminar 	
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<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets 	
	<p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)) 	<p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	<p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	<p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • FINAL EXAM • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) 	



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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>American History:</u> Students will read about the historical context of the time. Students will learn about the aftermath of WWI in America, The Jazz Age, and the Great Depression.</p> <p><u>Math:</u> Students will look at the unemployment rate and the Consumer Price Index (CPI)—that are used to measure the economy’s health, through an analysis of simple bar charts and graphs. The Great Depression Interdisciplinary Unit</p>	<p><u>Economics:</u> Students will explore issues of wealth, class and the social mobility promised by the American dream.</p> <ul style="list-style-type: none"> • Teaching The Great Gatsby with the NYTimes • The Great Gatsby Unit Teacher Website <p><u>Music:</u> Students will explore how <i>Gatsby</i> has influenced contemporary music artists List of Songs Influenced by Literature</p>	<p><u>American History:</u> Students will explore the civil rights movement and the changing American dream in the 1950’s.</p> <p>Students will explore the concept of the “American Dream.” Defining the American Dream through Rain in the Sun</p>	<p><u>Economics:</u> Students will explore the topic of income inequality.</p> <p>Students will discuss whether the ‘American Dream’ is dead, or if America is still a ‘land of opportunity.’</p> <p>Death of a Salesman - NYTimes</p> <p>Death of a Salesman Comprehensive Teacher Website</p>	
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<p>Honors Course Differentiation(s):</p>	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q3 Project: Read either <i>Spoon River Anthology</i> or <i>The Sun Also Rises</i>. For your chosen book, complete the following complementary assignments: cultural context analysis, author’s background, reading response journal, vocabulary index cards, and analysis paper. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q3 Project: Read either <i>Spoon River Anthology</i> or <i>The Sun Also Rises</i>. For your chosen book, complete the following complementary assignments: cultural context analysis, author’s background, reading response journal, vocabulary index cards, and analysis paper. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q4 Project: Read <i>The Catcher in the Rye</i>. Keep a dialectical journal for formal review, and complete a corresponding creative project. 	<ul style="list-style-type: none"> • Additional test questions involving higher order questioning to denote mastery • Extended and/or additional responses on writing assignments with incorporation of scholarly sources. • Q4 Project: Read <i>The Catcher in the Rye</i>. Keep a dialectical journal for formal review, and complete a corresponding creative project. 	
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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RI.11-12.1 CCSS.ELA-Literacy.RI.11-12.2 CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.RI.11-12.4 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.RI.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RI.11-12.1 CCSS.ELA-Literacy.RI.11-12.2 CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.RI.11-12.4 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.RI.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RI.11-12.1 CCSS.ELA-Literacy.RI.11-12.2 CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.RI.11-12.4 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.RI.11-12.10</p>	<p>CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10 CCSS.ELA-Literacy.RI.11-12.1 CCSS.ELA-Literacy.RI.11-12.2 CCSS.ELA-Literacy.RI.11-12.3 CCSS.ELA-Literacy.RI.11-12.4 CCSS.ELA-Literacy.RI.11-12.5 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.RI.11-12.7 CCSS.ELA-Literacy.RI.11-12.8 CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.RI.11-12.10</p>	
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	<p>CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7 CCSS.ELA-Literacy.W.11-12.8 CCSS.ELA-Literacy.W.11-12.9 CCSS.ELA-Literacy.W.11-12.10</p>	
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 11, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				

