

**Trinity Area School District  
Curriculum Mapping**

<b>Course: English 11 CP Grade: 11</b>	<b>Overview of Course:</b>  This area of study is for students planning to attend college following graduation. American literature such as <i>The Crucible</i> , <i>The Catcher in the Rye</i> , <i>Fences</i> , <i>Into the Wild</i> , and <i>The Absolutely True Diary of a Part-Time Indian</i> may be studied as well as various short stories, poems, and essays. Students will write informational, persuasive, and literary-based essays to improve writing skills. MLA research methods will be used to complete a mandatory American author research project. Independent reading, vocabulary enrichment, and active class participation will be an integral part of this course.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<b>Maturity/ Coming of Age</b>	CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	Authors provide insights about common human experiences, thoughts, and feelings through fictional characters.	What is the relationship between fictional characters and our own everyday lives?
<b>Environments/Nature</b>	CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	Our environment includes both the physical environment of nature as well as the people within our community and each impacts our lives.	How can our natural environment impact our lives? How can our community and other people affect our lives?
<b>Truth</b>	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.	Can certain truths best be rendered fictionally? Can certain truths best be rendered non-fictionally?
<b>Connections</b>	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.	How can you connect what you have learned, both on your own and in school, to real-world issues?
<b>Written Expression</b>	CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.	Writers use a variety of stylistic techniques to engage their readers.	How do authors hook and hold readers?

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
 (This is a tentative order of units based on pacing and special needs of a particular class)

<b>Month of Instruction</b> (In what month(s) will you teach this unit?)  <i>* Please note that this is a tentative schedule; the pace of each unit may be modified to address the needs of the individual class/students.</i>	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as "Big Ideas." EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student's answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
September	Writing Workshop	Written Expression  Connections	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Writers use a variety of stylistic techniques to engage readers.  You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.	What will you do in your own writing to hook and hold your readers?  How can you connect what you have learned, both on your own and in school, to real-world issues?	Student Essays  Multiple Choice  Grammar  Collins Writing	SAT Sample Essays  PSSA and SAT  Writing rubrics
September	Early American Writing	Nature  Exploration  Freedom	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over	Native American myths form the beginnings of American literature.  The early Americans sought political and religious	How do we make sense of our world?  Who has the right to rule an area or a people? Why?	Class Discussion  Teacher created test  Trickster Tale	Native American myths  Trickster Tales- <i>The Coyote and the Wonderful News</i>

	Early American Writing (continued)	Faith Environments	<p>the course of the text.</p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	<p>freedom.</p> <p>A personal narrative can best describe how slaves were cruelly dehumanized. Faith played an important role in the lives of the Puritans.</p> <p>Our environment includes both the physical environment of nature as well as the people within our community and each impacts our lives.</p> <p>It is important to stand up for yourself and your beliefs.</p> <p>The virtues of the past can still be relevant in today's modern world.</p>	<p>What does it mean to be a slave?</p> <p>How does faith impact morals and behavior?</p> <p>How can our community and other people affect our lives?</p> <p>When is it time to take action?</p> <p>How have our morals as a society changed over time?</p>	<p>Writing Assessment</p> <p>Ben Franklin Aphorism Project</p> <p>Collins Writing</p>	<p>From "Of Plymouth Plantation"</p> <p>From "The Interesting Narrative of the Life of Olaudah Equiano"</p> <p>"Sinners in the Hands of an Angry God"</p> <p>"Speech in the Virginia Convention"</p> <p>From <i>The Autobiography</i> or from "Poor Richard's Almanack"</p>
September-October	A Dark Romantic vs. a Modern View	Courage Isolation	<p>CC.1.3.11-12.C Analyze the impact of the author's choices</p>	<p>Acts of courage can range from small to grand.</p>	<p>What does it mean to have courage? Is Hester Prynne courageous?</p>	<p><i>The Scarlet Letter</i> Pre-reading Mini Research Project</p>	<p>Excerpts from <i>The Scarlet Letter</i></p>

	of Puritan Society	Power Environments Motivation	<p>regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Isolation affects people's behavior.</p> <p>People can exercise power over others.</p> <p>Faith and morality played an important role in the lives of the Puritans.</p> <p>Fear, anger, panic, and lies can all create mass hysteria.</p> <p>Personal vendettas can cause irrational thinking and the unfair targeting of certain vulnerable people.</p>	<p>How can isolation impact a person's behavior? How can one person use power to control another person?</p> <p>Should morals be determined by an individual or can a community force morality?</p> <p>What fuels mass hysteria?</p> <p>What type(s) of individuals are most likely targeted or accused in mass hysteria?</p> <p>Can a desire for revenge and ulterior motives outweigh logic and justice?</p>	<p>Teacher made tests and quizzes</p> <p>Reading log entries</p> <p>Culminating Unit Project</p> <p>Collins Writing</p>	<i>The Crucible</i>
October	TASD Writing Prompt – Informational	Written Expression Connections	<p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp</p>	<p>Writers use a variety of stylistic techniques to engage their readers.</p> <p>Proper grammar in written expression promotes the fluency of communication.</p>	<p>What will you do in your own writing to hook and hold your readers?</p> <p>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</p>	<p>THS Writing Rubric</p> <p>Peer Editing</p> <p>Student Essays</p> <p>Collins Writing</p>	Fall Prompt

	<p>TASD Writing Prompt – Informational (continued)</p>		<p>distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.2.11-12.E</p>	<p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p>	<p>How can you connect what you have learned, both on your own and in school, to real-world issues?</p>		
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			Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.				
November	American Romanticism  Transcendentalism  Ethos, Pathos, Logos	Truth  Environments/Nature  Individualism	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.  CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.  It is important to think for yourself and stand up for your beliefs.  Our environment includes both the physical environment of nature as well as the people within our community and each impacts our lives.	Can certain truths best be rendered through artist written expression, such as poetry, or can certain truths best be rendered non-fictionally?  Are you an individual? Do you feel pressure to go against what you believe to fit it?  How can our natural environment impact our lives?	Class Discussion  Teacher Designed Tests and Quizzes  SLO Pre-Test: "On Nonviolent Resistance"  SLO Post-Test: "Letter from Birmingham Jail"  Close read of "I Have a Dream"  Collins Writing	"Tide Rises, Tide Falls" and "Cross of Snow"  "To Build a Fire"  "Self-Reliance" and/or "Nature"  "Walden"  "Where I Lived and What I Lived for"  "On Nonviolent Resistance"- Gandhi  "Letter from Birmingham City Jail"- Martin Luther King  Martin Luther King "I Have a Dream" speech (Ethos, Pathos, Logos)
November-December	Transcendentalism and Individualism  American Romanticism	Truth  Environments/Nature  Individualism	CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and	Authors provide insights about common human experiences, thoughts, and feelings through non-fiction.  Our environment, including	How has Transcendentalism influenced the social and literary tradition in the United States?	Teacher Created Tests and Quizzes    Reading Log	<i>Into the Wild</i>  Exploring song lyrics by Eddie Vedder – "Society" "Into the

	<i>Into the Wild</i> Novel Study		<p>conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p>	<p>nature and the wilderness, may hold a promise, however in some cases that promise may be false.</p> <p>Writers use a variety of stylistic techniques to engage their readers.</p> <p>Hubris can lead to bad decisions, including taking unnecessary risks.</p>	<p>How has our relationship with nature shaped America?</p> <p>What is significant about a journey, or quest, in our society?</p> <p>What is the American Dream?</p> <p>In what ways do relationships shape us?</p>	<p>Responses</p> <p>Unit Project</p> <p>Collins Writing</p>	<p>Wild" "Guaranteed" "Long Nights" "No Ceiling"</p> <p>-film directed by Sean Penn</p> <p><u>Nonfiction</u> - "Why the Teen Brain is Drawn to Risk" -<i>Time Magazine</i></p> <p><u>Nonfiction</u> - "The Charitable Industrial Complex" - NY-Op-ed</p>
January	Realism: Civil War Literature	<p>Maturity/ Coming of Age</p> <p>Truth</p> <p>Environments/Nature</p> <p>Courage</p> <p>Honor</p>	<p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a</p>	<p>Authors provide insights about common human experiences, thoughts, and feelings through fictional characters.</p> <p>Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.</p> <p>Our environment includes both the physical environment of nature as well as the people within our community and each impacts our lives.</p> <p>Acts of courage can range from small to grand.</p>	<p>What is the relationship between fictional characters and our own everyday lives?</p> <p>Can certain truths best be rendered fictionally?</p> <p>How is our natural environment affected by human behavior and emotion?</p>	<p>Teacher created unit test</p> <p>Suspense Video Project</p> <p>Equality Project</p> <p>Realism Essay Presentation</p> <p>Collins Writing</p>	<p>"Narrative of the Life of Frederick Douglas"</p> <p>"What to the Slave is the Fourth of July"</p> <p>"Ain't I a Woman"</p> <p>"An Occurrence at Owl Creek Bridge"</p> <p>"War is Kind"</p> <p>Robert E. Lee "Letter to His Son"</p>

			<p>story or drama.</p>	<p>Soldiers are willing to risk their lives to defend our country's honor.</p> <p>An individual will go to great lengths to protect his/her own honorable reputation.</p>	<p>What does it mean to have courage? Is anything worth dying for?</p>		
January	Research	<p>Research</p> <p>Documentation of sources</p> <p>Written Expression</p>	<p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia</p>	<p>The general internet is public and does not always contain reliable information. Published books and databases are credible sources.</p> <p>The research process allows a writer to organize his/her information to produce a quality final product.</p> <p>It is important to give proper credit to the original source of information.</p> <p>Writers use a variety of stylistic techniques to engage their readers.</p> <p>Proper grammar in written expression promotes the fluency of communication.</p>	<p>Where do you look to find credible information to research a new topic?</p> <p>What are the steps of the research process and why are they important?</p> <p>Why is it important to always cite your sources?</p> <p>What will you do in your own writing to hook and hold your readers?</p> <p>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</p>	<p>MLA Research Methods and Citations</p> <p>Collins Writing</p> <p>Student Research Reports</p>	American Author Research Project



	Research (continued)	<p>when useful to aiding comprehension.</p> <p>CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>				
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	Research (continued)		<p>significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X</p>				
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			Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
February	American Maverick Poets: Whitman, Dickinson, Poe, Frost	Style  Written Expression  Americanism  Truths	CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Certain works, including poetry, are so dramatically different that they are not appreciated at the time.  Writers use a variety of stylistic techniques to engage readers.  Certain images are symbolic of American culture and can be used to create unity.  Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.	Do artists, including poets, tend to break the rules?  How do Whitman and Dickinson break from the traditional style of writing to hook and connect with their readers?  What does it mean to be an American?  Can certain truths best be rendered through artist written expression, such as poetry? What are life's essential truths?	Class Discussion  Teacher created tests and quizzes  Song Analysis Project  Poetry Café presentations  Faux Poe poetry project  Life Road Map Project  Collins Writing	"I Hear America Singing" "Song of Myself" selections (1,33,52)  Select from the list: "The Soul selects..." "This is my letter" "Tell all the Truth" "Success is counted..." "Because I could not stop for Death" "Much Madness..." "I heard a Fly buzz when I died" "My life closed ..." "The Raven" "O Me! O Life!" "O Captain! My Captain!" "The Road Not Taken"  American poetry in Dead Poets Society film
February	Regionalism and Naturalism	Environment  Culture  Gender Roles	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger	Different areas each have their own unique geography, history, culture, language, or other characteristics.	What makes a place unique?  How have women's roles	Teacher created tests and quizzes  Collins Writing	"The Celebrated Jumping Frog..."  "The Story of an Hour"

		Survival  Nature	portions of the texts relate to each other and the whole.	Women were not always allowed to vote or hold certain jobs outside of their homes, and they were not necessarily happy with this role.  Despite the fact that people have learned to sometimes adapt to or use nature, nature continues to be beyond human control.	changed over time?  Does nature care?		
February	Modernism	Style  Truth  Environments/Nature	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively  CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Certain truths, morals, and/or messages are explored repeatedly through fictional and non-fictional works because they are indicative of human nature.  Our environment includes both the physical environment of nature as well as the people within our community and each impacts our lives.  Just as the field of technology constantly updates and changes, literature also changes to reflect the modern times. Some writers, however, choose to use traditional styles to express timeless ideas.  Artists draw inspiration from both traditional country settings and developing urban areas.	Can certain truths best be rendered through artist written expression, such as poetry, and fiction?  How can our natural environment impact our lives?  What is modern? Why do you think people like to be on the "cutting edge"?  Is traditional sometimes better than modern or is newer usually better?  What is the difference between city life and country life?	Class Discussion  Teacher Created Quizzes & Tests  Collins Writing	"Birches"  "Nothing Gold Can Stay"  "Somewhere I have never travelled gladly beyond"  "A Rose for Emily"  <i>The Grapes of Wrath</i> selection  "Winter Dreams"  1920s Jazz Age-excerpts from Hemingway, Fitzgerald

February-March	The Modern Novel	Maturity/ Coming of Age  Acceptance or Rejection  Tone	CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.  CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Authors provide insights about common human experiences, thoughts, and feelings through fictional characters.  Writers use a variety of stylistic techniques to engage their readers.  Holden Caulfield reflects common adolescent experiences but masks deep personal problems about growing up and relating to others.	What is the relationship between fictional characters and our own everyday lives?  How does J.D. Salinger use stream-of-consciousness and slang to hook and hold your attention as the reader?  Does Holden still represent adolescence? Is he abnormal or are all adolescents "abnormal"? Why do people act phony?	Teacher Created Tests and Quizzes  Culminating Unit Project  Collins Writing	<i>The Catcher in the Rye</i>
March-April	The Harlem Renaissance	Diversity  Culture	CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	African American writers drew on their own cultural resources – their folk traditions as well as an urban awareness – to produce unique forms of expression.  The Harlem Renaissance allowed African Americans to flourish in art, music, and literature for the first time.	How can people honor their heritage?  Can culture be captured in words?	Class Discussion  Teacher Created Quizzes & Tests  Collins Writing	"Tableau" "Incident" "The Weary Blues" and/or "The Negro Speaks of Rivers" and/or "Dream Differed"  "We Real Cool"  <i>August Wilson's Fences</i>
April	TASD Writing Prompt – Persuasive	Written Expression  Connections	CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.  CC.1.4.11-12.H Write with a sharp	Writers use a variety of stylistic techniques to engage their readers.  Proper grammar in written expression promotes the fluency of communication.	What will you do in your own writing to hook and hold your readers?  Why are spelling, usage, mechanics, style, and sentence structure important aspects of	THS Writing Rubric  Collins Writing	Spring Prompt

	<p>TASD Writing Prompt – Persuasive (continued)</p>		<p>distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the</p>	<p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p> <p>Persuasive writing is used to convince the reader using certain techniques.</p>	<p>written expression?</p> <p>How can you connect what you have learned, both on your own and in school, to real-world issues?</p> <p>How does persuasive writing differ from informational writing?</p>		
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			<p>argument presented.</p> <p>CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>				
May	Contemporary Literature  Individual and Group Identity	Adolescent Issues  Ethnic Discrimination	CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Identity can shape our perception of the world around us.  Alexie uses literary devices	What is an archetype vs. a stereotype?  What is denotation vs. connotation?	Teacher Created Tests and Quizzes  Culminating Unit	<i>Why the Best Kids Books Are Written in Blood</i> article by Sherman Alexie

		<p>Tolerance and Acceptance</p> <p>Native American Culture</p> <p>Loss</p>	<p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>to create the character of Arnold Spirit.</p> <p>Traditions and modern standards can be in conflict with one another.</p> <p>Literature can help people understand themselves and the world around them.</p>	<p>How do different cultures and backgrounds influence people's beliefs?</p> <p>What happens when a person's beliefs are in conflict with their culture and community?</p> <p>How does your community influence the way you see the world?</p> <p>What determines our pathways to adulthood?</p> <p>How does a reader determine truth from fiction while reading a diary?</p>	<p>Project- Character X-Ray Project</p> <p>Collins Writing</p>	<p><i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie</p> <p><i>Obama Points to 'Legitimate Concerns' Over Redskins' Name</i> by Ken Belson</p>
September-May	Vocabulary Study	<p>Communication</p> <p>Written Expression</p>	<p>CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>A rich vocabulary enables people to understand and communicate more effectively.</p> <p>Using the context clues in a sentence can help us determine the meaning of unfamiliar words.</p> <p>Many different words are formed from similar roots. Knowledge of roots, prefixes, and suffixes can help us determine the meaning of unfamiliar words.</p>	<p>How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?</p> <p>How does context help us understand meaning?</p> <p>How does knowing the root of a word help us to define it?</p>	<p>Vocabulary Lesson Tests</p> <p>Collins Writing</p>	Vocabulary Book



	Vocabulary Study (continued)		<p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
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