

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Puritan through Romantic Periods
Beginnings to 1840

Grade Level: 11

Grading Period: 1st Quarter

Enduring understanding: To be successful in the 21st century, students must become close readers, good writers and good communicators. The struggle of our new nation is mirrored in the spiritual and political writing of the time, creating the groundwork of all American literature.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Influences on Writing and Writers	I can research, analyze and evaluate the historical, cultural, political and biographical influences on literary works.	11.1.01	How do historical, biographical, cultural, and political influences impact literature?	Puritanism Native American literature Romanticism Political Writing	Reader response logs Class discussion Summaries Text-based questions	Group students to allow for collaborative and individual projects on historical influences on literature.

<p>Reading</p>	<p>I can read and understand multiple genres of American literature written in Puritan, Revolutionary and Romantic periods.</p> <p>I can recognize author's purpose.</p> <p>I can evaluate persuasive appeals.</p>	<p>11.1.02 11.1.03 11.1.04 11.1.05 11.1.06 11.1.07 11.1.08 11.1.09 11.1.10 11.1.11 11.1.12</p>	<p>How do I become a close reader of American literature?</p> <p>How can I recognize author's purpose?</p> <p>How can I evaluate persuasive appeals?</p>	<p>Purpose Tone Paraphrasing Questioning Analyzing Synthesis Parallelism Flashback Foreshadowing Puritan Plain Style Cultural Details Subjectivity Bias Narrative Apostrophe Sermon Conflict Aphorisms Slave Narrative Charged Words Personification Repetition Restatement Appeals of Argument Antithesis Rhetorical Questions Diction Characterization</p>	<p>Graphic organizers</p> <p>Literary analysis essay</p> <p>Personal narrative with description</p> <p>Author searches</p> <p>Writing Roadmap 2</p> <p>Formative Assessment with explicit teacher feedback</p> <p>Quizzes</p> <p>Student-created literary terms glossary</p> <p>Bio poems about characters/authors</p> <p>Frayser model</p> <p>WV State Online</p>	<p>Use software such as PowerPoint, MovieMaker, and Audacity to produce audio and video presentations of different periods of literature.</p> <p>Use Thinkfinity and SAS for online interactive lesson plans.</p> <p>Use a site such as Wetpaint or PBWiki to host a classroom Wiki allowing for an interactive online learning community on literature.</p> <p>Use a site such as Wordpress or Blogger to have</p>
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Writing Personal narrative with description	I CAN compose a narrative essay with description using the five- step writing process.	11.2.01 11.2.06 11.2.08 11.2.09 11.2.10	How can I produce a “ready for publication” narrative piece?	Pre-writing Drafting Editing Revising Peer editing Transition Vivid verbs	Benchmark Assessment Microsoft Word	students create an online Blog for a reflection journal on literature. Digital storytelling Project Based Learning (PBL) Create a podcast on the literature studied for reflections and information for acceleration or remediation.
Writing Personal Narrative with Description	I can compose a narrative essay with description using the five- step writing process.	11.2.01 11.2.06 11.2.08 11.2.09 11.2.10	How can I produce a “ready for publication” narrative piece?	Pre-writing Drafting Editing Revising Peer Editing Transition Vivid Verbs		
Writing Literary Analysis	I can compose an essay of literary analysis using the five- step writing process.	11.2.01 11.2.02 11.2.03 11.2.04 11.2.05 11.2.06 11.2.07 11.2.08 11.2.09 11.2.10	How do I create an essay of literary analysis?	Lead-in Thesis Quotation Incorporation Literary Criticism		Take students to computer lab for web quests on literature

Listening, Speaking, and Media Literacy	I can speak and listen effectively	11.3.01 11.3.02 11.3.03 11.3.05	How do I listen and speak effectively during class discussion?	Comprehension Evaluation Empathic Listener/Speaker Persuasion Mediation Collaboration		studied in this unit.
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.</p> <p>Suggestions: Daily oral grammar (11.2.09, 11.2.10), vocabulary series focusing on vocabulary in context, research (see research map 11.2.03, 11.1.05, 11.3.06, 11.2.04)</p> <p>Formal Writing Assignment: Narrative/Descriptive essay and literary analysis</p> <p>Suggested Readings: Lexile=L “Sinners in the Hands of an Angry God,” Bradstreet Poetry, “The General History of Virginia,” “Of Plymouth Plantation,” <i>The Autobiography</i>, “Poor Richard’s Almanac,” “The Crisis, Number 1 1330L,” “Speech in the Virginia Convention,” “Letter to Her Daughter From the New White House,” “The Devil and Tom Walker,” etc.</p> <p>Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. With the information learned in social studies, compose your own version of a “letter to [your son/daughter] from the White House” during World War II.</p> <p>Tiered Instruction: Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads Tier 2 -Use Readers Notebook for guided practice Tier 3 -Adapted reading materials, Adapted Reader’s Notebook</p>						

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: New England Renaissance
1840-1855

Grade Level: 11

Grading Period: 2nd Quarter

Enduring understanding: The major shifts in trends of the New England Renaissance must be explored in order to see the fluid evolution of American Literature. The optimism of the Transcendentalists, the darker side of Anti-Transcendentalists, and the word choice of poets all combine to create one of the most important periods in American Literary history.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Influences on Writing and Writers	I can research, analyze and evaluate the historical, cultural, political and biographical influences on literary works.	11.1.01	How do historical, biographical, cultural, and political influences impact literature?	Historical Biography	Reader response logs Class discussion Summaries Text-based questions	Take students to computer lab for web quests on literature studied in this unit. Use Thinkfinity and SAS for

<p>Reading</p>	<p>I can read and understand multiple genres of American literature written in the New England Renaissance period.</p> <p>I can make inferences about poet's attitude.</p> <p>I can analyze images to draw conclusions.</p>	<p>11.1.02 11.1.03 11.1.04 11.1.05 11.1.06 11.1.07 11.1.08 11.1.09 11.1.10 11.1.11 11.1.12</p>	<p>How do I become a close reader of American literature?</p> <p>How do I infer poet's attitude?</p> <p>How do I analyze images?</p>	<p>Transcendentalism Meter Mood Gothic Parable Allegory Inferences Symbol Style Imagery</p>	<p>Graphic organizers</p> <p>Literary analysis essay</p> <p>Compare and contrast essay</p> <p>Author searches</p> <p>Writing Roadmap 2</p> <p>Formative Assessment with explicit teacher feedback</p>	<p>online interactive lesson plans.</p> <p>Use a site such as Wordpress or Blogger to have students create an online Blog for a reflection journal on literature.</p> <p>Use software such as PowerPoint, MovieMaker, and Audacity to produce audio and video presentations of different periods of literature.</p>
<p>Writing Compare and Contrast Essay</p>	<p>I can compose a compare and contrast essay using the five-step writing process.</p>	<p>11.2.01 11.2.06 11.2.08 11.2.09 11.2.10</p>	<p>How can I produce a "ready for publication" compare and contrast essay?</p>	<p>Pre-writing Drafting Editing Revising Peer Editing Transition Vivid Verbs</p>	<p>Quizzes</p> <p>Student-created literary terms glossary</p> <p>Bio poems about characters/authors</p>	<p>Create a compare and</p>

Speaking/ Media Literacy Poetry Analysis	I can prepare a poetry analysis presentation.	11.1.01 11.1.02 11.1.04 11.1.06 11.1.07 11.1.10 11.1.11 11.3.02 11.3.04 11.3.05 11.3.06	What steps do I take to properly analyze a poem? How do I decide which media to use in my presentation?	Explication Analysis Alliteration Assonance Metaphor Repetition Rhyme Simile Symbol Couplet Stanza Persona Personification	Frayser model WV State Online Benchmark Assessment SOAPSTone	contrast chart on various types or passages of poetry for discussions and collaborative analysis in prose.
Writing Literary Analysis	I can compose an essay of literary analysis using the five-step writing process.	11.2.01 11.2.02 11.2.03 11.2.05 11.2.06 11.2.07 11.2.08 11.2.09 11.2.10	How do I create an essay of literary analysis?	Lead-in Thesis Quotation Incorporation Literary Criticism		

Listening, Speaking, and Media Literacy	I can speak and listen effectively.	11.3.01 11.3.02 11.3.03 11.3.05	How do I listen and speak effectively during class discussion?	Comprehension Evaluation Empathic Listener/Speaker Persuasion Mediation Collaboration		
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (11.2.09, 11.2.10), vocabulary series focusing on vocabulary in context, research (see research map 11.2.02, 11.2.05, 11.1.08)

Formal Writing Assignment: Compare and Contrast essay and literary analysis essay

Suggested Readings: Lexile=L “The Tide Rises, The Tide Falls,” “Old Ironsides,” “Snowbound,” “The Fall of the House of Usher” 1310L, “The Minister’s Black Veil,” works by Emerson and Thoreau, and poems by Dickinson average 1220L, and Whitman’s Song of Myself 10.66 Readability.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. This may be a good time to have students read *The Grapes of Wrath* 680L as a tie-in with social studies and the great depression.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 3: Realism-Modern Periods
1850-1946

Grade Level: 11

Grading Period: 3rd Quarter

Enduring understanding: While our young nation expanded westward, our writers expanded to embrace and create new trends such as regionalism, naturalism, and realism. As slavery divided our nation, a new African-American literature emerged in song and oral traditions.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Influences on Writing and Writers	I can research, analyze and evaluate the historical, cultural, political and biographical influences on literary works.	11.1.01	How do historical, biographical, cultural, and political influences impact literature?	Industrial Boom Wartime Voices Frontier Voices Westward Expansion Prosperity Depression Modernism Imagism Expatriates Harlem Renaissance Disillusionment Jazz Age	Reader response logs Class discussion Summaries Text-based questions Graphic organizers Literary analysis	Have students collaborate to research for information to create an individual projects on influences on Modern period writers. Use software such as Power

<p>Reading</p>	<p>I can read and understand multiple genres of American literature written in the Realism and Modern periods.</p> <p>I can distinguish fact from opinion.</p> <p>I can recognize the impact of the Civil War, the Jazz Age, and the Harlem Renaissance on literature.</p>	<p>11.1.02 11.1.03 11.1.04 11.1.05 11.1.06 11.1.07 11.1.08 11.1.09 11.1.10 11.1.11 11.1.12</p>	<p>How do I become a close reader of American literature?</p> <p>How do I distinguish fact from opinion?</p> <p>How do writers convey a sense of hopelessness, prosperity, and daily life? How do I recognize this?</p>	<p>Realism Naturalism Spirituals Point of View Historical Narratives Humor Satire Regional Dialect Regionalism Conflict (internal/external) Irony Stream of Consciousness</p>	<p>presentation</p> <p>Persuasive essay</p> <p>Author searches</p> <p>Writingroadmap2</p> <p>Formative Assessment with explicit teacher feedback</p> <p>Quizzes</p> <p>Student-created literary terms glossary</p> <p>Bio poems about characters/authors</p>	<p>point, Movie maker, and Audacity to create visual or auditory presentations on the Modern period.</p> <p>Use SAS and Thinkfinity for online interactive differentiated lessons.</p> <p>Have students post to a classroom Wiki Or Blog.</p> <p>Use</p>
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<p>Writing</p> <p>Persuasive Essay</p>	<p>I can compose a persuasive essay.</p>	<p>11.2.01 11.2.06 11.2.08 11.2.09 11.2.10</p>	<p>How can I produce a “ready for publication” persuasive essay?</p>	<p>Pre-writing Drafting Editing Revising Peer Editing Transition Ethos Logos Pathos Counterargument Audience</p>	<p>Freyer model</p> <p>WV State Online Benchmark Assessment</p> <p>Microsoft Word</p>	<p>collaborative groups to create a Digital storytelling presentation on this era.</p> <p>Take students to computer lab to conduct Web quests on literature of this era to use in creating a student presentation.</p>
<p>Speaking/ Media Literacy</p> <p>Literary Analysis</p>	<p>I can prepare literary analysis presentation.</p>	<p>11.2.01 11.2.02 11.2.03 11.2.05 11.2.06 11.2.07 11.2.08 11.2.09 11.2.10 11.3.02 11.3.04 11.3.05 11.3.06</p>	<p>What steps do I take to prepare a literary analysis presentation?</p> <p>How do I decide which media to use in my presentation?</p>	<p>Speaker Attitude Mood</p>		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (11.2.09, 11.2.10), vocabulary series focusing on vocabulary in context, research (see research map 11.2.05, 11.2.07, 11.2.04)

Formal Writing Assignment: Compare and Contrast essay and literary analysis presentation

Suggested Readings: Lexile=L Works from various Moderns: Fitzgerald, Pound, Steinbeck, Cummings, O'Brien, Sandberg, Anderson, Welty, Frost 1120L average, Faulkner, Porter, etc.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Ask students to present notes on the Jazz Age and the Great Depression in small groups from what they learned in social studies.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Curriculum Map
Reading/English Language Arts
Unit 4: Modern – Contemporary Writers
1914-Present

Grade Level: 11

Grading Period: 4th Quarter

Enduring understanding: As World War I ended, our nation and our writers lost faith in tradition, thus emphasizing experimentation. Although anxious, disillusioned, and filled with protest, Americans still produced writers of international renown, a growing public school system, and an emphasis on the personal voice in literature.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Influences on Writing and Writers	I can research, analyze and evaluate the historical, cultural, political and biographical influences on literary works.	11.1.01	How do historical, biographical, cultural, and political influences impact literature?	Prosperity Depression Modernism Imagism Expatriates Harlem Renaissance Disillusionment Jazz Age Activism Civil Rights Postmodernism Cold War	Reader response logs Class discussion Summaries Text-based questions Graphic organizers Literary analysis presentation	Allow students to collaborate to research and create individual projects on this era of literature. Use software such as PowerPoint, MovieMaker, or Audacity to create video or audio presentations

<p>Reading</p>	<p>I can read and understand multiple genres of American literature written in the Realism and Modern periods.</p> <p>I can identify a line of reasoning.</p> <p>I can evaluate the writer's message.</p>	<p>11.1.02 11.1.03 11.1.04 11.1.05 11.1.06 11.1.07 11.1.08 11.1.09 11.1.10 11.1.11 11.1.12</p>	<p>How do I become a close reader of American literature?</p> <p>How do I identify a line of reasoning in an essay?</p> <p>How do I evaluate the writer's message in a memoir? An Anecdote?</p>	<p>Realism Naturalism Spirituals Point of View Historical Narratives Humor Satire Regional Dialect Regionalism Conflict (internal/external) Irony Stream of Consciousness Epiphany Style and Diction Anecdote Memoir Voice Aside Stage Direction Overture Dialogue Dramatic Exposition Characterization Apostrophe Theme Climax Anticlimax Parallelism Setting</p>	<p>Persuasive essay</p> <p>Author searches</p> <p>Writing Roadmap 2</p> <p>Formative Assessment with explicit teacher feedback</p> <p>Quizzes</p> <p>Student-created literary terms glossary</p> <p>Bio poems about characters/authors</p> <p>Framer model</p> <p>Character sketch</p> <p>Bio Poem about a character</p> <p>SOAPSTone</p> <p>WV State Online</p>	<p>on literature of the era.</p> <p>Use Thinkfinity and SAS for interactive differentiated lessons.</p> <p>Use a site such as Wetpaint or PBWiki to host a classroom Wiki allowing for an interactive online learning community on literature.</p> <p>Have students create a Podcast reflecting information on the literature of the era.</p> <p>Visual Literacy</p>
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					Benchmark Assessment	
					Microsoft Word	
Writing Character Sketch	I can compose a character sketch?	11.1.04 11.1.06 11.1.07 11.2.06 11.2.07 11.2.09 11.2.10	What steps do I take to write a character sketch?	Pre-writing Drafting Editing Revising Peer Editing Transition Ethos Logos Pathos Counterargument Audience		
Writing Research	See Research Map	See Research Map	See Research Map	See Research Map		

Speaking, Listening, and Media Literacy	I can present elements of my research project.	11.3.01 11.3.02 11.3.03 11.3.04 11.3.05 11.3.06	How can I best present elements of my research project?	Format Purpose Audience		
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (11.2.09, 11.2.10), vocabulary series focusing on vocabulary in context, research (see research map 11.2.06, 11.2.02)

Formal Writing Assignment: Literary analysis, research paper, and original poetry

Suggested Readings: Lexile=L Works from various Moderns: Fitzgerald, Pound, Steinbeck's *Of Mice and Men* 630L, ee cummings, O'Brien, Sandberg, Anderson, Welty, Frost, Faulkner, Porter, O'Connor, Warren, Wordsworth, Walker, Alvarez, McCullers, Quindlin, Cisneros, Dove, Tan, Hersey, Jarrell, Plath Rich, Brooks, Hayden, and Arthur Miller.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teacher on the Cold War/McCarthyism and the English teacher works on the *The Crucible* by Arthur Miller. Essays would be written at the end of the play about how McCarthyism played out in the Salem Witch Trials.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Reading and English Language Arts/Social Studies, Grade 11
Suggested Reading List
Lexile=L or Readability Scores=R

American Literature- US History

Beginnings to 1840 – Quarter One

Title	Author/Publisher	Lexile
The Last of the Mohicans	James Fenimore Cooper	1350L
The Scarlet Letter	Nathaniel Hawthorne	1420L
Follow the River	James Alexander Thom	1120L
The Autobiography	Benjamin Franklin	1370L
The Declaration of Independence	Thomas Jefferson	30.0R
The Crisis	Thomas Paine	1330L

New England Renaissance – 1840-1855

Title	Author/Publisher	Lexile
Huckleberry Finn	Mark Twain	990L
A Connecticut Yankee in King	Mark Twain	1080L
Arthur's Court		
Selected Poems by Emily Dickinson	(average) →	1270L
Civil Disobedience	Henry David Thoreau	1200L
Walden	Henry David Thoreau	1340L
The Fall of the House of Usher	Edgar Allen Poe	1310L
The Devil and Tom Walker	Washington Irving	14.48R

1850-present

Title	Author/Publisher	Lexile
Their Eyes Were Watching God	Zora Neale Hurston	1080L
My Antonia	Willa Cather	1010L
O Pioneers	Willa Cather	930L
The Red Badge of Courage	Stephen Crane	900L
The Awakening	Kate Chopin	960L
The Great Gatsby	F.Scott Fitzgerald	1070L
A Farewell to Arms	Ernest Hemingway	730L
Of Mice and Men	John Steinbeck	630L
Grapes of Wrath	John Steinbeck	680L
East of Eden	John Steinbeck	700L
Native Son	Richard Wright	700L
To Kill A Mockingbird	Harper Lee	870L
Catcher in the Ry	J.D. Salinger	790L
The Andromeda Strain	Michael Crichton	840L