

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Research**

Grade Level: 11

Grading Period: 1st Quarter

Enduring understanding: Students must apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing, and selecting and evaluating information for research purposes.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Plagiarism	I can recognize and avoid plagiarism.	11.2.03	How can I recognize and avoid plagiarism?	Plagiarism Source	Plagiarism tutorial Summaries Process write	OWL (online writing lab) Internet sources Word processing
Research	I can locate and analyze an authors' use of specific information in a text.	11.1.05	How can I locate and analyze authors' use of specific information in a text?	Analysis	Teacher conference	Plagiarism tutorial
Evaluating Sources	I can determine the validity of the information I read.	11.2.04	How can I determine the validity of the information I read?	Evaluate		

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: Begin work on research paper building on previous year work.

Suggested Readings: Sample research papers, various sources, and Modern Language Association (MLA) and American Psychological Association (APA) handbooks

Social Studies Connection: Work closely with social studies teachers to determine topics and get suggestions for sources as you guide class in developing their research paper.

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: Research**

Grade Level: 11

Grading Period: 2nd Quarter

Enduring understanding: Students must apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing and selecting, and evaluating information for research purposes.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Thesis Writing	I can generate a clearly worded thesis statement.	11.2.02	How can I generate a clearly worded thesis statement?	Thesis	Teacher/peer conference Summaries	OWL (online writing lab) Teach21
Note taking	I can determine an effective method of note taking.	11.2.05	How can I take notes effectively?	Note Cards Slugs Paraphrase	Summaries of sources/précis Student reflections Rubrics	Graphic organizers Self-evaluation checklists
Evaluating Sources	I can analyze and evaluate a variety of sources.	11.1.08	How can I evaluate sources?			SAS curriculum pathways Thinkfinity

	I can recognize and use all parts of a book.	11.1.08	How can I recognize and use all parts of a book?	Index Table of Contents Copyright Appendix Prologue Epilogue Bibliography		
<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: Continue on research project</p> <p>Suggested Readings: Sample thesis statements</p> <p>Social Studies Connection: Work closely with social studies teacher to select and evaluate sources and determine accuracy of thesis.</p>						

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 3: Research**

Grade Level: 11

Grading Period: 3rd Quarter

Enduring understanding: Students must apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing and selecting and evaluation information for research purposes.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Outline	I can organize my notes to create a working outline.	11.2.05	How can I organize my notes to create a working outline?	Main Points Sub-heading Harvard Outline Form	Conference Teacher feedback Draft	SAS in school: Writing Reviser Microsoft Word Turnitin.com
Incorporation of Quotes	I can incorporate direct quotations effectively and correctly in my writing.	11.2.07	How can I incorporate direct quotations effectively and correctly in my writing?	Quotation Direct Quote	Self-evaluation checklists	Citationmachine.net
Documentation	I can create a working bibliography.	11.2.04	How do I properly credit the authors and sources I cite?	Bibliography Works Cited References		

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: Continue work on student learning project.

Suggested Readings: American Psychological Association (APA)/Modern Language Association (MLA) handbooks and various appropriate sources

Social Studies Connection: Jointly plan reading, writing and project assignments to continue work on research paper/project.

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Research**

Grade Level: 11

Grading Period: 4th Quarter

Enduring understanding: Students must apply writing skills and strategies to communicate effectively for different purposes by using the writing process, applying grammatical and mechanical properties in writing, and selecting and evaluating information for research purposes.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Composition	I can draft the body of my research paper following my outline.	11.2.06	How can I draft the body of my research paper?	Modern Language Association American Psychological Association Parenthetical Citation	Conference Feedback Peer edit	Holt Reinhart Winston Online Writing Scoring Writing Roadmap 2
Composition	I can write an effective introduction that transitions to my thesis statement.	11.2.02	How can I write an effective introduction?	Thesis Statement	Self edit Editing circles	Turnitin.com Blog Chat room
Composition	I can develop an effective conclusion.	11.2.02	How can I develop an effective conclusion?	Conclusion		Interviews

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: Continue work on research project

Suggested Readings: Modern Language Association (MLA) American Psychological Association (APA) handbooks, sample research papers

Social Studies Connection: Work closely with social studies teachers to evaluate student research project/paper.

**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 Arthur's Court	Mark Twain	1080L
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