11th Grade/American Literature
Curriculum Map
2014-2015

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Jessica Hamm
Sue Klein
Michelle Raglow
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Content</th>
<th>Standards/Coding (Skills)</th>
<th>Supplemental Resources</th>
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</thead>
</table>
| Quarter 1  | **Summer Reading (Students select one of the following)**  
1. *My Sister’s Keeper* by Jodi Picoult  
2. *Shoeless Joe* by W.P. Kinsella  
3. *The Road* by Cormac McCarthy  
4. *Witch-Hunt* by Marc Aronson  
5. *Columbine* by Dave Cullen | 11.ELA.1,3.RL  
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | Summer Reading  
Colonial and Puritan Literature  
Rationalism  
1. “The Way to Wealth” by Benjamin Franklin  
2. “The Crisis, No. 1” by Thomas Paine  
3. “Speech to the Second Virginia Convention” by Patrick Henry |
|          | **Tools for Analysis**  
1. Plot  
2. Character Development | 11.ELA.1,4,6,9.RI  
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  
- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  
- Analyze seventeenth Century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, *The Preamble to the Constitution*, *The Bill of Rights*, and *Lincoln’s Second Inaugural Address*) |
|          | **Colonial and Puritan Literature (all selections in the textbook)**  
2. “A Narrative of the Captivity” by Mary Rowlandson  
3. “Sinners in the Hands of an Angry God” by Jonathon Edwards |  |  |
|          | **Tools for Analysis**  
1. Figurative Language  
2. Persuasion/Rhetoric  
3. Author’s Purpose  
4. Mood & Tone  
5. Characteristics of American Foundational Literature |  |  |
|          | **Rationalism**  
1. *The Declaration of Independence* by Thomas Jefferson  
2. Preamble to the Constitution  
3. The Bill of Rights |  |  |
|          | **Tools for Analysis**  
1. Figurative Language  
2. Theme  
3. Persuasion/Rhetoric  
4. Author’s Purpose  
5. Mood & Tone |  |  |
### Persuasive Writing & Rhetoic Focus for Instruction
1. Developing a logical argument
2. Convey complex ideas
3. Organize ideas to enhance the author's argument
4. Follow and strengthen the writing process

### American Romanticism/Dark Romanticism
<table>
<thead>
<tr>
<th>Quarter 2</th>
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<tbody>
<tr>
<td><strong>American Romanticism/Dark Romanticism</strong></td>
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<tr>
<td>1. “Rip Van Winkle” by Washington Irving</td>
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<tr>
<td>2. “I Hear America Singing” by Walt Whitman</td>
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<td>3. “Because I could not stop for Death” by Emily Dickinson</td>
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<td>4. Edgar Allan Poe</td>
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<td>5. Nathaniel Hawthorne</td>
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</tbody>
</table>

### Tools for Analysis
1. Figurative Language

### American Romanticism/Dark Romanticism
<table>
<thead>
<tr>
<th>11.ELA.1,2,4,5,6.W</th>
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<tbody>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.</td>
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<tr>
<td>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td>3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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<tr>
<td>5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
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### Realism
1. “Jumping Frog of Calaveras County”
| 2. Symbolism | 3. Plot |
| 4. Character Development | 5. Structure |
| 6. Point of View | 7. Characteristics of foundational works from the same period |

**Transcendentalism (all texts are in the textbook)**

1. “Nature” and “Self-Reliance” by Ralph Waldo Emerson
2. “Walden” and “Civil Disobedience” by Henry David Thoreau

**Tools for Analysis**

1. Persuasion/Rhetoric
2. Characteristics of foundational works from the same period

**Realism (will carry over into 3rd quarter; on Final Exam)**

1. *Narrative of the Life of Frederick Douglass* by Frederick Douglass
2. “To Build a Fire” by Jack London
3. *Mark Twain*

**Tools for Analysis**

1. Diction
2. Persuasion/Rhetoric
3. Point of View
4. Plot
5. Theme
6. Figurative Language

complex account; provide an objective summary of the text

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 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.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

by Mark Twain
2. Excerpts from *Huckleberry Finn* by Mark Twain
3. “Lucinda Matlock” and “Fiddler Jones” by Edgar Lee Masters
4. “We Wear the Mask” by Paul Laurence Dunbar
5. “Occurrence at Owl Creek Bridge” by Ambrose Bierce
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
• 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.
• Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
• Analyze seventeenth Century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, The Preamble to the
Constitution, The Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

- By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Quarter 3**

<table>
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<tr>
<th>Literary Analysis Focus for Instruction</th>
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<tr>
<td>1. Focus on analysis with minimal summary</td>
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<tr>
<td>2. Thorough textual support</td>
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<td>3. Structure</td>
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<td>4. Flow</td>
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<td>5. Voice</td>
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<td>6. Frame</td>
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**Modernism**

1. *The Great Gatsby* by F. Scott Fitzgerald
2. "A Rose for Emily" by William Faulkner
3. Robert Frost

**Tools for Analysis**

1. Symbolism
2. Theme
3. Hero
4. Structure & Plot
5. Characteristics of foundational works from the same period

11.ELA.1,2,3,4,5,6,9,10.RL

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

- 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.

- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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<td><strong>11.ELA.1,2,3,4,5,6,9,10.RL</strong></td>
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<td>1. Sources</td>
<td><strong>• Cite strong and thorough textual evidence to support analysis of what</strong></td>
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<td>2. Annotated Bibliography</td>
<td><strong>the text says explicitly as well as</strong></td>
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<td>3. APA Format</td>
<td><strong>inferences drawn from the text,</strong></td>
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<td>4. Abstract</td>
<td><strong>including determining where the text</strong></td>
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<td><strong>Harlem Renaissance</strong></td>
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<td><strong>• Determine two or more themes or</strong></td>
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