

Guthrie Public Schools District Curriculum Map

Teachers: Senz/ Perring

Subject/Grade: 11th Grade English

1st Semester	Course-Unit Objectives	Common Core Standards	Assessments	Activities/Resources	Specialized Vocabulary
<p>Introductions: “Wanted” Posters or Shoe Box Week 1</p> <p><u>Etymology/ History of Words</u> Wk: 2-3</p> <p>Map Testing Wk: 3</p>	<p>Students and teachers will take the opportunity to get to know one another.</p> <p>Student will engage in a history of words: focusing on latin, greek, and germanic. Students will also be exposed to prefixes and suffixes.</p> <p>Students in the bottom 25% will be tested for an EOI indicator.</p>		<p>Project and presentation (Teacher will provide example.)</p> <p>Formative assessments, quizzes, wordle MAX: KWL, focused free write, Vocabulary/Content Quizzes, Unit Test</p>	<p>Shoe Box or “Wanted Poster - Shoe Box: students take 5-10 items from their life and provide descriptions. A written example provided.</p> <p>Wordle: Students take an amount of words and create a word collage. Color Paint: Students will indicate the synonyms of different tone words through shades of color to show the weakness or severity of the word.</p>	<p>Academic Vocabulary –</p> <p>Literary Vocabulary - Extended metaphor, first-person point of view, foreshadowing, imagery, irony, color symbolism, motif, symbolism, metaphor, satire, and theme.</p>

<p>Power of One: Dystopian Literature "Anthem"/ "Alas, Babylon" Wks 4-10</p>	<p>The student will read the novels "Anthem" and Alas, Babylon" to experience American dystopian literature.</p>		<p>Formative assessments: quizzes, wordle MAX: KWL, focused free write, webquests, Vocabulary/Content Quizzes, Unit Test</p>	<p>Body Biographies: Students will be put into groups to showcase the different traits of characters through symbols on a life size character chart.</p>	<p>Theme, sense of self, identity.</p>
<p>Short stories: Sleepy Hollow/ Wks 11</p>	<p>The student will read the short story "The Legend of Sleepy Hollow" to experience early American literature and to prepare for the unit, <i>The Crucible</i>.</p>		<p>Formative Assessments: Quizzes, Webquests, Graphic Organizers, Note taking, Unit Test(s)</p>	<ol style="list-style-type: none"> 1. Students will read the story in class 2. Students will complete a short activity worksheet 3. Students will watch a news report over the real town of Sleepy Hollow, MA 4. Students will view the film, <i>Sleepy Hollow</i> and write a review where they analyze the movie and then compare/contrast the short story 	<p>Short story terminology Terms from the story</p>
<p><i>The Crucible</i> Week 12-15</p>	<p>The student will read the American play "The Crucible" by Arthur Miller. Prior to reading the student will get an intro into the</p>		<p>Formative Assessments: Wordles, Quizzes, Webquests, Graphic Organizers, Note</p>	<ol style="list-style-type: none"> 1. Students will read the story in class. 2. Students will complete a variety of activities. 3. Students will navigate through 	<p>Terms from the story, Figurative Lang. terms</p>

<p>American Satire Wks 16-18</p>	<p>“Red Scare” from the 1950’s.</p> <p>The student will look at different examples of satire; i.e comic strips, songs, skits, and literature.</p>		<p>taking, Unit Test(s)</p> <p>Formative Assessments: Media examples, satire creation, quizzes from examples in class.</p>	<p>the historical museum website of the town (Salem, MS.)</p> <p>4. Students will compare/contrast the allegorical witch hunt of both the play and the “Red Scare.”</p> <p>5. Students will review historical context of the play</p> <p>1. Students will experience various examples of satire from American history.</p> <p>2. Students will read “The Proposal” to experience another culture’s satire.</p>	
<p>2nd Semester “The Great Gatsby” Unit and Research Paper Week 1-9</p>	<p>The student will be able to understand the elements of a story, figurative language, history of the 1920’s, and culture of the 1920’s. In conjunction with reading, the student will write a research paper based on themes/ideas from the novel.</p>		<p>Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write, Vocabulary/Content Quizzes Unit Test</p>	<p><u>The Great Gatsby</u> novel</p> <p>Activities:</p> <p>1. Students will take notes over an introduction to the novel including historical information and author background</p> <p>2. Students will view a clip over the author’s life and life in the 1920s</p> <p>3. Students will work in groups to review characters of the novel by creating a body map</p> <p>4. Students will track the three major parties of the story</p> <p>5. Students will keep track of color symbolism used</p> <p>6. Students will complete a setting activity called “Where’s my city?”</p> <p>7. Students will complete a “Chain</p>	<p>Research Terms: Bibliography, annotated bibliography, works cited, title page, cite, concept, conceptualization, primary source, secondary source, summary, paraphrase, plagiarism, topic proposal, direct quotation, thesis, outline, slugging, outlining</p>

				<p>reaction” activity to see how events in the story are connected</p> <p>8. Students will work in groups to read and analyze poetry that connects to <u>The Great Gatsby</u></p> <p>9. Students will write a narrative essay over the novel</p> <p>10. Students will complete a creative project over the Roaring 20s</p>	
<p>American Drama “Twelve Angry Men”/ “Our Town” Week 9-10</p>	<p>The student will look at different examples of drama; i.e plays, musicals, skits, comic strips, etc.</p>		<p>Formative Assessments: Media examples, play creation, quizzes from examples in class</p>	<p>1. Students will experience various examples of drama from American history.</p> <p>2. Students will read plays in class to experience the works come to life. If possible, students will also take a trip to see the plays read should they be produced.</p>	<p>Stage directions, audience terminology, dramatic elements, rhetorical elements.</p>
<p>EOI Prep Week 11-13</p>	<p>Students will complete activities to help get ready to take the English III EOI.</p>			<p>Activities:</p> <ol style="list-style-type: none"> 1. Pre-Test 2. Academic Vocabulary 3. Test Taking Tips and Strategies 4. Essay Writing 	<p>EOI Vocabulary – interpreting, evaluate, organizational, chronologically, identify, selection, summarize, purpose, usage, revision, etc...</p>
<p>Historical American Literature Week 14-15</p>	<p>The student will read historical American documents to experience the writing of the colonial</p>		<p>Formative assessments: Annotation of documents,</p>	<p>1. The student will read historical documents; i.e, Dec. of Independence, Constitution, Bill of Rights, Presidential speeches..</p>	<p>Academic Vocabulary – Story specific Literary Vocabulary – dialect, historical</p>

	times. The student will evaluate the overall message and historical context of the documents.		memorization of sections, quizzes over history/context.	2. The students will listen to audio of famous speeches by politicians, actors etc.	context, internal/external conflict, dialogue, colonialism, oral tradition
American Choice: Teacher selected works Week 14-18	The student will select a novel of literary merit, as chosen by teachers, to complete using literature circles.		Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write, Vocabulary/Content Quizzes Unit Test	<ol style="list-style-type: none"> 1. The students will read the novels at home. 2. Students will partake in literature circles, changing roles each time to enhance the learning of the novel. 3. Students will participate in Socratic Seminars. 4. Students will write to other class pen pals. 	