

East Stroudsburg Area School District
ENGLISH 11 College Prep

Unit ONE: Literature

Overview: This unit lays the foundation for students to explore the various influences of American literature and the literary periods that influence their culture and society. Students will read multiple genres of American literature and continue to practice the effective use of analyzing, writing, speaking, and listening skills.

Big Idea: How does American literature reflect American culture, society, and values?

Unit Essential Question: How does the exploration and evaluation of American literature facilitate understanding of diverse perspectives and individual roles in society?

Pennsylvania Common Core Standard(s): (See Appendix A)

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/Internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

East Stroudsburg Area School District
ENGLISH 11 College Prep

Unit Concepts What students need to know:	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Resources	Assessments
Fiction Required Texts <ul style="list-style-type: none"> <i>The Minister's Black Veil</i> by Nathaniel Hawthorne Including at least 3 other teacher choice short stories from <i>Prentice Hall Literature: The American Experience</i> 	<p>Evaluate the effectiveness of point of view in writing</p> <p>Determining cultural bias and self-identity</p> <p>Listen and respond with civility to the ideas of others</p> <p>Identify and evaluate essential content between various text types</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what is found in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p>	<p><i>Prentice Hall Literature: The American Experience</i></p> <ul style="list-style-type: none"> <i>The Awakening</i> by Kate Chopin <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Crucible</i> by Arthur Miller <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>Fallen Angels</i> by Walter Dean Meyers <i>Their Eyes Were Watching God</i> by Zora Neale Hurston <i>The Catcher in the Rye</i> by J.D. Salinger <i>The House on Mango Street</i> by Sandra Cisneros <i>Death of a Salesman</i> by Arthur Miller 	<p>Tests and quizzes</p> <p>Classroom discussions</p> <p>Shared inquiry</p> <p>Teacher generated activities</p> <p>Cooperative learning activities</p> <p>Oral presentations</p> <p>Written responses: Reader response journals, Writing logs, Readers notebooks,</p> <p>Essays</p> <p>Listening logs</p> <p>Talk to the text</p>
Nonfiction Required Texts <ul style="list-style-type: none"> <i>Letter from a Birmingham Jail</i> by Dr. Martin Luther King Including at least 4 other teacher choice essays, speeches, and memoirs from <i>Prentice Hall Literature: The American Experience</i> 	<p>Evaluate the effectiveness of the author's use of literary devices</p> <p>Analyze and evaluate author's use of conflict and theme</p> <p>Summarize, draw conclusions, and make generalizations from a variety of sources</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts</p> <p>Analyze the impact of societal and cultural influences in texts</p>			

East Stroudsburg Area School District
ENGLISH 11 College Prep

<p>Novels/Drama Required Texts</p> <ul style="list-style-type: none"> • <i>Death of a Salesman</i> by Arthur Miller • Including at least 2 other teacher choice novels or dramas from the resource list. <p>Required Poet</p> <ul style="list-style-type: none"> • Emily Dickinson • Including other teacher choice poets from <i>Prentice Hall Literature: The American Experience</i> <p>Concepts: Essential content, literary elements and devices develop meaning</p> <p>Textual structure features and organization develop meaning</p> <p>Informational sources have unique purposes</p> <p>Active listening facilitates learning and communication</p> <p>Purpose, context and audience influence the content and delivery in speaking situations</p> <p>Determining cultural bias and self-identity</p>		<p>Point of View –</p> <p>Non-Fiction – author’s perspective or reader’s perspective</p> <p>Fiction – narrator or speaker’s perspective</p> <p>Tone – the attitude of the author toward the audience and characters</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – specific support/evidence author uses</p> <p>Assess the validity of reasoning- weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
--	--	---	--	--

East Stroudsburg Area School District
ENGLISH 11 College Prep

Identifying author's purpose and point of view Promote critical thinking and thoughtful response				
---	--	--	--	--