

## 11th Grade English Scope and Sequence

Module 1.1 (Semester 1)	Module 1.2 (Semester 2)
<p style="text-align: center;"><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</li> <li>4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>6. 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.</li> <li>7. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>8. Determine or clarify the meaning of unknown and multiple-meaning words</li> <li>9. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>10. Students will be able to practice SFE methods of annotation</li> <li>11. Writing Revolution: Sentence expansions/one sentence summaries/because, but, so, analytical paper outline</li> </ol>	<p style="text-align: center;"><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</li> <li>4. 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.</li> <li>5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>6. 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.</li> <li>7. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>8. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>9. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal</li> </ol>

tasks.

10. Determine or clarify the meaning of unknown and multiple-meaning words
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
12. Students will be able to practice SFE methods of annotation
13. Writing Revolution: Sentence expansions/Since, although, therefore/unelaborated paragraph, analytical paper outline.

**English 5**

**Unit 1: Mass hysteria, appearance versus reality, community versus the individual**

**Duration: September - Early October**

**Reading Material:**

1. Arthur Miller's The Crucible
2. Nathaniel Hawthorne's Young Goodman Brown

**Performance Assessment(s):**

1. Write a creative narrative
2. Write a text analysis essay.

**English 5**

**Unit 2: Strange and faraway places, the supernatural, and redemption**

**Duration: Mid-October - Early November**

**Reading Material:**

1. An assortment of poetry and music lyrics

**Performance Assessment:**

1. Write an analytical paper (informative/explanatory)

**English 5**

**Unit 3: Inherent sin and mental disorders**

**Duration: Early November to January**

**Reading Material:**

**English 6**

**Unit 4: Unreciprocated love, human beauty, and time**

**Duration: February - Early March**

**Reading Material:**

1. An assortment of sonnets
2. At least 2 love stories from Greek mythology

**Performance Assessment(s):**

1. Write an argumentative essay on 2 sonneteers
2. Write a creative narrative (Greek mythology)
3. Optional: Write a creative narrative following style of a sonneteer

**English 6**

**Unit 5: Honor and temptation**

**Duration: Mid-March to Early May**

**Reading Material:**

1. A collection of sonnets by John Donne
2. William Shakespeare's Macbeth
3. The Great Chain of Being, informational text

**Performance Assessment(s):**

1. English Midterm on sonnets by John Donne (Midterm)
2. Write an analytical paper on Macbeth (informative/explanatory)

**Unit 6: Independent Reading Project/English Regents Preparation**

**Duration: Mid-May to Mid-June**

**Reading Material:**

1. Nathaniel Hawthorne's The Minister's Black Veil and The Birthmark
2. Edgar Allan Poe's The Black Cat, The Oval Portrait, Berenice, The Masque of the Red Death
3. Edgar Allan Poe's poetry, Annabel Lee, The Raven, The Bells, and The Sleeper

**Performance Assessment(s):**

1. Write an argumentative essay on The Birthmark (Midterm)
2. Write an analytical paper on Nathaniel Hawthorne and Edgar Allan Poe (informative/explanatory)
3. Optional: Write a text analysis on 1 of Poe's poems

1. 1 novella or novel from recommended list based on the year's thematic concepts
2. English Regents Preparation Material for Argumentative Essay (August 2016, June 2017, August 2017)
3. English Regents Preparation Material for Text Analysis Essay (Poems by Claude McKay, T.S. Eliot, Miguel Pinero, and Julia de Burgos)

**Performance Assessment(s):**

1. Independent Reading Project
2. English Regents Preparation
  - a. Argumentative Essay Rounds 1 - 3
  - b. Text Analysis Essay Rounds 1 - 3