***Shamokin Area English 11 – First Marking Period***

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| **First Marking Period** | **Common Core**  **Standards** | **Resources** | **Assessments**  **Formative/Performance** | **Academic Vocabulary** |
| **POV**  **Symbolism**  **Gothic literature – singular effect**  **Constructed Response**  **Text Dependent Analysis**  **Reading Literature and Informational Texts** | [CCSS.ELA-LITERACY.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  [CCSS.ELA-LITERACY.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) 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.  CCSS.ELA-LITERACY.RL.11-12.4 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. (Include Shakespeare as well as other authors.)  [CCSS.ELA-LITERACY.SL.11-12.1.B](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  [CCSS.ELA-LITERACY.SL.11-12.5](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | *“The Earth on Turtle’s Back”*  *p. 16*  *“When Grizzlies Walked Upright” p. 19*  *“The Navajo Origin Legend” p. 22*  *“The Iroquois Constitution” p. 24*  *“The Devil and Tom Walker” p. 242*  *“The Fall of the House of Usher” p. 308*  *“The Minister’s Black Veil” p. 336*  *GRE argument and issue prompts - online*  *The New York Times and The New Yorker – for technology and social issue prompts*  PDE/SAS Websites | * Discussion   + Think-Pair-Share   + Group * Written and oral response   + Analysis   + Explanation   + Text rendering * Graphic organizer   + STEAL table   + Dialectical journal * PDN daily (bell ringer) * NA Project – lexicon, explanation of texts, symbolism, inferences * Exit tickets/entrance tickets * Rubrics on tests * Proper annotation * Writing prompts – GRE, article critiques * STAR reader/AR | * Text rendering   + Vocabulary   + Connotations   + Explanation   + Analysis   + Extensions to outside material * Analysis * Characterization – indirect, direct * Connotation * Diction * Syntax * Mechanics * Figurative Language * Imagery * Inference * Textual Support * Tone |

***Shamokin Area English 11 – Second Marking Period***

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| **Second Marking Period** | **Common Core**  **Standards** | **Resources** | **Assessments**  **Formative/Performance** | **Academic Vocabulary** |
| FOCUS:  **Dialogue**  **Symbolism**  **Characterization**  **Constructed Response**  **Text Dependent Analysis**  **Reading Literature**  **Informational Texts**  **Irony**  **Appeals**  **Tone and mood** | [CCSS.ELA-LITERACY.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  [CCSS.ELA-LITERACY.RI.11-12.9](http://www.corestandards.org/ELA-Literacy/RI/11-12/9/) Analyze seventeenth-, eighteenth-, and nineteenth-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.  [CCSS.ELA-LITERACY.RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) 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 (e.g., how Madison defines faction in Federalist No. 10).  [CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  [CCSS.ELA-LITERACY.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | *The Crucible*  *p. 1228-1337*  *GRE argument and issue prompts – online*  *Excerpt from The Autobiography of Benjamin Franklin*  *p. 140 and “Poor Richard’s Almanac” p. 146*  *Excerpt from The Crisis p. 160*  *Excerpt from “Letter from Birmingham City Jail” p. 180*  *“Inaugural Address” p. 196*  *Excerpt from Roots p. 214* | * Discussion   + Think-Pair-Share   + Group * Written and oral response   + Analysis   + Explanation   + Text rendering * Graphic organizer   + STEAL table   + Dialectical journal * PDN daily (bell ringer) * Virtues reflection * Toondoo parody * Aphorism card plus analysis * Exit tickets/entrance tickets * Rubrics on tests * Proper annotation * Writing prompts – GRE, article critiques * STAR reader/AR * Dear Abby response * Logical fallacies in text * Toondoo parody * What Stuck? * Wanted poster * Soap Opera Updates | * Text rendering   + Vocabulary   + Connotations   + Explanation   + Analysis   + Extensions to outside material * Analysis * Characterization – indirect, direct * Connotation * Diction * Syntax * Mechanics * Figurative Language * Imagery * Inference * Textual Support * Tone and mood * Parody * Dialogue * Stage directions * Dramatic exposition * Allusions * Historical context * Drama * McCarthyism * Red Scare * Cold War * Dramatic, verbal, and situational irony * Logical fallacies * Aphorisms * Appeals: logos, ethos, pathos * Audience * Extended Metaphor * Grammar and vocabulary (student generated) * Parody * Satire |

***Shamokin Area English 11 – Third Marking Period***

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| **Third Marking Period** | **Common Core**  **Standards** | **Resources** | **Assessments**  **Formative/Performance** | **Academic Vocabulary** |
| **Constructed Response**  **Text Dependent Analysis**  **Reading Literature and Informational Texts**  **Poetry**  **Evaluation**  **Plot**  **Rhyme** | [CCSS.ELA-LITERACY.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  [CCSS.ELA-LITERACY.RL.11-12.7](http://www.corestandards.org/ELA-Literacy/RL/11-12/7/) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  [CCSS.ELA-LITERACY.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) 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.    [CCSS.ELA-LITERACY.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/) 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.  [CCSS.ELA-LITERACY.SL.11-12.1.C](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | *“Self-Reliance” p. 391*  *Excerpt from Nature p. 388*  *From Walden p. 402*  *From Moby Dick p. 354*  *From Civil Disobedience p. 412*  *Emily Dickinson poetry p. 420-28 (8 poems total)*  *Song of Myself p. 436*  *I hear America Singing p. 442*  *“The Story of an Hour” p. 634*  *“The Lottery” (online and in filing cabinet)*  *“Hills Like White Elephants” (online and in filing cabinet)*  *“The Notorious Jumping Frog of Calaveras County” p. 569*  *“Onomatopoeia” p. 1115*  *“Coyote vs. Acme” p. 1118*  *GRE argument and issue prompts - online*  *The New York Times and The New Yorker – for technology and social issue prompts*  PDE/SAS Websites | * Discussion   + Think-Pair-Share   + Group * Written and oral response   + Analysis   + Explanation   + Text rendering * Graphic organizer   + STEAL table   + Dialectical journal * PDN daily (bell ringer) * Poetry explication project * Coal region dialect fiction * Exit tickets/entrance tickets * Rubrics on tests * Proper annotation * Writing prompts – GRE, article critiques * STAR reader/AR | * Text rendering   + Vocabulary   + Connotations   + Explanation   + Analysis   + Extensions to outside material * Analysis * Diction * Transcendentalism * Evaluation * Style * Syntax * Analysis * Plot elements * Rhyme: true, end, internal, exact, slant * Free verse * Iceberg theory * Dialect * Grammar and vocabulary (student generated) * Irony: dramatic, verbal, situational |

***Shamokin Area English 11 – Fourth Marking Period***

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| **Fourth Marking Period** | **Common Core**  **Standards** | **Resources** | **Assessments**  **Formative/Performance** | **Academic Vocabulary** |
| **Appeals**  **Constructed Response**  **Text Dependent Analysis**  **Reading Literature and Informational Texts**  **Characterizations**  **Inferences**  **Diction**  **Components of research**  **Paraphrasing and quoting properly**  **Parenthetical citations**  **Abstracts** | [CCSS.ELA-LITERACY.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  [CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  [CCSS.ELA-LITERACY.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  [CCSS.ELA-LITERACY.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-LITERACY.SL.11-12.1.B](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  [CCSS.ELA-LITERACY.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) 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.  [CCSS.ELA-LITERACY.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/) 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.  [CCSS.ELA-LITERACY.SL.11-12.1.C](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | *Fahrenheit 451*  *Analysis research paper*  *GRE argument and issue prompts - online*  *The New York Times and The New Yorker – for technology and social issue prompts*  PDE/SAS Websites | * Discussion   + Think-Pair-Share   + Group * Written and oral response   + Analysis   + Explanation   + Text rendering * Graphic organizer   + STEAL table   + Dialectical journal * PDN daily (bell ringer) * Quotation analysis (x2) from F451 * Quizzes * Political speech analysis research paper * Exit tickets/entrance tickets * Rubrics on tests * Paraphrasing and quoting activities * Timeline (r. paper) * Abstracts * Analysis paragraphs * Proper annotation * Writing prompts – GRE, article critiques * STAR reader/AR * Debates | * Text rendering   + Vocabulary   + Connotations   + Explanation   + Analysis   + Extensions to outside material * Analysis * Characterization – indirect, direct * Connotation and denotation * Grammar and vocabulary (student generated) * Appeals: logos, ethos, pathos * Diction * Syntax * Mechanics * Audience * Inference * Textual Support * Tone * Lincoln Douglass debate format |