

ELA Grade 11 CP (dev. June 2018)					
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
L.F.2.2.1-4, L.F.2.5.1-2, CC.1.4.9-10.S	Poetry Sound & Literary Elements	Poetry Carousel Poems: "Mending Wall" by Robert Frost, "The Wind Tapped like a Tired Man" by Emily Dickinson, "Fifteen" by William Stafford, "The Road Not Taken" by Robert Frost, "Dont' Quit" by Edward A. Guest,	P	Poetry Carousel - "Mending Wall" class analysis	Individual CR (homework)
L.F.1.1.1-3; L.F.2.1.1-2; L.F.2.2.1, 3, 4; L.F.2.3.1-6; L.F.2.5.1-2; CC.1.4.9-10.S-T	plot, setting, character, theme, tone/ style/ mood, POV, foreshadowing, imagery, irony, personification, simile, sound devices, structure	"Desiree's Baby" Kate Chopin, "Young" by Anne Sexton (poem), "The Rainy Day" by William Wadsworth Longfellow (poem), "Story of an Hour" Kate Chopin	F, P	Passage analysis (plot, setting, character, theme, tone/ style/ mood, POV, foreshadowing, imagery, irony, techniques of fiction, inferences +evidence); poetry analysis (personification, simile, sound devices, structure) and connections in diction between "Desiree's Baby" and two poems ; style comparison (plot twist) between "Desiree's Baby" and "The Story of an Hour" (constructed response)	Exit ticket; poetry analysis worksheet; constructed response (rubric)
L.F.1.2.3, L.F.1.2.4, L.F.2.1.1, L.F.2.3.4, L.F.2.5.1, L.F.2.5.2	Poetry Sound & Literary Elements	"Hope is a Thing with Feathers" and "Because I Could Not Stop for Death" by Emily Dickinson	P	Reading, analyzing and answering multiple choice questions together. Plan CR with partner.	Write CR
L.F.1.1.3; L.F.1.3.2; L.F.2.1.1-2; L.F.2.2.1, 3; L.F.2.3.1, 3, 5, 6; L.F.2.5.1' L.N.1.1.3; L.N.1.3.1-2	plot, setting, characterization, tone/ style/ mood, symbolism	"Hills Like White Elephants" Ernest Hemingway, "Hills Symbolism Discussion" (article)	F, NF	Passage analysis (plot, setting, characterization, tone/ style/ mood, POV, symbolism, inferences, form influences meaning); claim evaluation; text-to-text connection	Discussion; exit ticket (constructed response)

L.F.1.1.1; L.F.1.3.1; L.F.2.2.3; L.F.2.3.1, 3, 4, 5, 6; L.F.2.5.1; CC.1.4.9-10.S	author's purpose, main ideas/ theme, text-to-text connections, character, plot, tone/ style/ mood, POV	"Two Kinds" Amy Tan and "Victory" Sherman Alexie	F	Passage analysis (author's purpose, main ideas/ theme, text-to-text connections ["Two Kinds" with "Victory" by Sherman Alexie] character, plot, tone/ style/ mood, POV)	Personal response (expectations)
L.F.1.1.3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.1, 3; L.F.2.3.1, 3, 5, 6; 2.5.1-2; CC.1.4.9-10.S	evaluate effectiveness of techniques, main idea/ theme, form relates to meaning, character, plot, tone/ style/ mood, POV	"Starlings in Winter" Mary Oliver (poem)	F, P	Passage analysis (evaluate effectiveness of techniques, main idea/ theme, form relates to meaning, character, plot, tone/ style/ mood, POV); Keystone practice with "Starlings in Winter"	Keystone released passage via Performance Tracker for "Starlings in Winter"
L.F.1.1.3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.3; L.F.2.3.1-6; L.F.2.5.1-2; L.N.1.1.1-2; L.N.2.2.3; CC.1.4.9-10.S	effective use of fiction techniques, main ideas + evidence, inferences + evidence, character, setting, plot, theme, tone/ mood/ style, POV, symbolism, imagery, foreshadowing, flashback	"The Scarlet Ibis" John Hurst, "Nothing Gold Can Stay" Robert Frost (poem), *Poetry Foundation Article - Color Symbolism in Poetry https://www.poetryfoundation.org/poetrymagazine/articles/70126/what-is-color-in-poetry , "The Piano Man" - Keystone Practice (flashback)	F, P, NF	Passage analysis (effective use of fiction techniques, main ideas + evidence, inferences + evidence, character, setting, plot, theme, tone/ mood/ style, POV, symbolism, imagery, foreshadowing, flashback) via entrance ticket/ quiz with annotated text; exit ticket with choosing and explaining the best evidence; Poetry Foundation article + critical reading of "Nothing Gold Can Stay"	Entrance ticket/ quiz, exit ticket, discussion; "Piano Man" Keystone-released passage via Performance Tracker
L.F.1.1.1, 3; L.F.1.3.1; L.F.2.1.1-2; L.F.2.2.2; L.F.2.3.1, 2, 3, 5, 6; L.F.2.4.1; L.F.2.5.1; CC.1.4.9-10.M, S	plot, setting, characterization, theme, conflict, POV, dialect, author's purpose, techniques of fiction	"Man Who Was Almost a Man" Richard Wright	F	Passage analysis (plot, setting, characterization, theme, conflict, POV, dialect, author's purpose, techniques of fiction); Keystone-style questions + constructed response (informal)	Dave's letter home (creative response)

L.F.1.1.3; L.F.2.1.1; L.F.2.3.1-6; L.F.2.5.1-2; CC.1.4.9-10.S	evaluate technique [time] of fiction, inferences + evidence, theme, character, plot, tone/ style/ mood, POV	"On the Sidewalk Bleeding" Evan Hunter, "The Dash" Linda Ellis (poem)	F, P	Passage analysis (evaluate technique [time] of fiction, inferences + evidence, theme, character, plot, tone/ style/ mood, POV); creative brainstorming (take the POV of another character/ object); poetry analysis with "The Dash"--> thematic connection to "On the Sidewalk Bleeding"	POV creative response with rubric; reading quiz
L.F.1.1.1-3; L.F.2.1.1-2; L.F.2.3.1-6; L.F.2.5.1; CC.1.5.9-10.A	identify and analyze relevant literary elements and fiction techniques	"The Lottery" Shirley Jackson, "Teenage Wasteland" Anne Tyler, "Antojos" Julia Alvarez, "Turn of the Tide" C.S.Forester, "The Most Dangerous Game" Richard Connell	F	Literature Circle-style reading activity--Read and annotate one of five short stories, discuss the following day + complete guided thinking activity, work with Keystone question stems to create multiple choice questions and responses	Entrance ticket, created questions
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CC.1.5.11-12.A, B	Evaluating a speaker; participating in a group discussion	"The Danger of a Single Story" TedTalk https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story	NF	"The Danger of a Single Story" TedTalk with Chimamanda Ngozi Adichie and speaker evaluation and reflection	Worksheet/ reflection + class discussion (informal)
CC.1.4.11-12.V, W; CC.1.5.11-12.A, C, D, E	Research from multiple sources, integrating sources, presenting information clearly	Webquest links found on assignment in Team Drive	NF	Iranian Revolution Webquest in small groups (each group responsible for one topic)	Poster and Gallery Walk (rubric in team drive)
CC.1.2.11-12.D, E, F	Analysis of ideas/ development, point of view, purpose, structure, tone	<i>Persepolis</i> by Marjane Satrapi	NF	critical reading chapters 1-8 with model lessons, introduce/review levels of questioning, chapter 19 critical read	Exit tickets/personal responses for each class period
CC.1.2.11-12.D, E, F, L; CC.1.5.11-12.A, D, E	presenting critical understanding of text to class; encouraging discussion	<i>Persepolis</i> by Marjane Satrapi	NF	reciprocal teaching presentations for chapters 9-18	Rubric (in Team Drive)

CC.1.2.11-12.A, B; CC.1.4.11-12.G, H, K, L	establishing and supporting a claim	<i>Persepolis</i> by Marjane Satrapi	NF	Visual essay (craft thesis statement; choose four panels to support thesis; explain each panel connection in 2-3 sentences)	Modified literary response rubric
CC.1.2.11-12.A, B, C, D, E, F, K; CC.1.4.11-12.F, L; CC.1.3.11-12.C, D, E, F, I	reading and language practice	varied in Khan Academy	N/A	SAT practice via Khan Academy	N/A
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CC.1.3.11-12.B, C, D, E, F, H, I; CC.1.4.11-12.S	Citing evidence, impact of author choices, POV, structure, tone, determine word meaning, response to literature	"i've come again" by Rumi; "From the Book of Esther I Filtered the Sediment" by Yehuda Amichai; "Identity Card" by Mahmoud Darwish	P	Poetry analysis	Worksheets/Written Response (i.e. TP-CASTT, explication, teacher choice)
CC.1.3.11-12.B, C, D, E, F, H, I; CC.1.4.11-12.S	Citing evidence, impact of author choices, POV, structure, tone, determine word meaning, response to literature	International poetry posted in Team Drive	P	Four-Square Poetry Posters (Model + Partner poster creation) + Gallery Walk and response	Four-Square Poster (assignment and rubric in Team Drive)
CC.1.4.11-12.S, T, X	Poetry creation	N/A	P	Poetry creation	Two poems (assignment and rubric in Team Drive)
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CC 1.5.11-12 A, B	evaluating speakers	TBA (Mandela? Smuts?)	NF	review & analyze speeches by an Apartheid supporter and critic; evaluate argument, reasoning, style, and support of each speech	Informal assessment: note-taking and discussion
CC1.5.11-12 S, T, U, V	develop background knowledge on Apartheid	Website: https://www.apartheidmuseum.org	NF	Apartheid Museum webquest/ jigsaw	Apartheid Museum webquest jigsaw worksheet
CC 1.3.11-12 A, B	critically reading South African short stories in the context of the Apartheid regime; understanding Apartheid	"The Moment Before the Gun Went Off" "Country Lovers" <i>Kaffir Boy</i> excerpt (<i>Modern World Literature</i>)	F	inferential and critical read	Discussion/exit tickets/personal responses

CC 1.3.11-12 A, B, C, F, G, K	play reading	"Master Harold'...and the boys"	F	in-class reading of specific scenes; viewing video of two productions; person of magnitude activity (nominations and rationale); view clips of ballroom dancing/competitions	reading checks; contrast/comparison between MHatb productions; discussion; exit tickets
CC 1.4.11-12 A, B, C, D, F, G, H, J, K	writing literary essay	"Master Harold'...and the boys"	F	writing process for thematic essay on "Master Harold'...and the boys"	writing steps/drafts; rubric-assessed formal analysis
CC.1.3.11-12.C, D, E, F, I	critical reading	various	F	SAT practice (some reading checks and critical reading questions framed as SAT-style questions related to fiction)	SAT-style reading quizzes/ critical reading questions
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CC.1.3.11-12.A, B, C, D, F, K; CC.1.4.11-12.S	theme, evidence, impact of author's choices, POV, diction/ tone	From <i>Interpreter of Maladies</i> : "When Mr. Pirzada Came to Dine," "Interpreter of Maladies," "A Real Durwan," "This Blessed House," "The Third and Final Continent"	F	Critical reading questions for each story plus reflections (including investigation of dialogue and structure)	Critical reading questions (worksheets) + responses + exit tickets + reading quizzes as needed
CC.1.3.11-12.A, B; CC. 1.5.11-12.A, D, E, G	relationship between themes; participation in collegial discussion	The entire story collection, with a focus on "Third and Final Continent"	F	Socratic circle (fishbowl) on "Third and Final Continent" (e.g. How does this story serve as a summative reading/ thematic experience for the text?)	Socratic circle (fishbowl) rubric
CC.1.2.11-12.A, B, D, E; 1.4.11-12.G, H, I, J, K, L	argument development and creation	Published critiques for <i>Interpreter of Maladies</i> (to be determined)	NF	Argument analysis of three critiques of the book (critically read critiques, accept/ refute claims, select evidence, organize thinking): "I do, We do, You do"	Quarterly 2 Open-ended response (Rubric to be determined)
CC.1.3.11-12.C, D, E, F, I	critical reading	stories from <i>Interpreter of Maladies</i>	F	SAT practice (some reading checks and critical reading questions framed as SAT-style questions related to fiction)	SAT-style reading quizzes/ critical reading questions

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
	Gaining contextual knowledge through image analysis, personal experience, map investigation	Teacher-created materials in drive	NF	Ask questions, make inferences, draw conclusions based upon varied images and contextual materials	Chart/Response
CC.1.2.11-12.A, B, D, E, F, G, L	critical reading (central idea, summary, evidence, POV, purpose, structure, diction/ tone/ bias)	Buried in the Sky by Peter Zuckerman and Amanda Padoan	NF	Preview text (maps, notes, character list, photographs, etc.) Critical reading and passage analysis (especially as they relate to conflicting reports/ bias in writing). Character tracking and analysis of structure.	Worksheets, exit tickets, annotation tasks, reading quizzes (as needed)
	Informative writing, note taking, paraphrasing, close reading, and citing textual evidence	Buried in the Sky by Peter Zuckerman and Amanda Padoan	F	Write a response to a given essay prompt that requires synthesis and evaluation of content	In-class essay
CC.1.3.11-12.A, B, C, D, F, G, I	Poetry--theme, evidence, author's choices, POV, diction/ tone, determine word meanings	TBD	F	Poetry analysis; artistic representations of K2 (and perhaps Everest)	Worksheet / exit ticket / personal response
	Reading/Interpretation of Maps/Graphics	p. 147 and p.162	NF	Google Doc. analyzing meaning and impact of maps in text	Google Doc
CC.1.2.11-12.A, B, D, F, G, L; CC.1.4.11-12.V, W, CC. 1.5.11-12.A, B, C	Source evaluation for bias (in video and written formats)	TBD	NF	BBC Documentary for context and perspective; article and passage analysis for bias; investigation of multiple sources of a news event	Exit ticket for video/ news day; completed chart for event analysis
CC.1.2.11-12.A, B, G, L; CC. 1.4.11-12.A, B, C, D, E, F, T, U, V, W, X	source evaluation and acquisition, critical reading for necessary information, research, gathering sources from multiple perspectives, integrating sources in a focused and organized written response, revision	Varied by topic	NF	Global issue brainstorm and initial search; refining search and topic, acquisition and evaluation of five sources, note taking and organizing, outlining, drafting, revising, publishing)	completion checks in steps (sources, notes, works cited, outline, draft); final research paper 5-7 pages (rubric)
CC.1.2.11-12.A, B, C, D, E, F, K; CC.1.4.11-12.F, L	critical reading	<i>Buried in the Sky</i> by Peter Zuckerman and Amanda Padoan	NF	SAT practice (some reading checks and critical reading questions framed as SAT-style questions related to informational text)	SAT-style reading quizzes/ critical reading questions

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CCSS 1.2.11-12 A, D, E, G	Overview of setting and milieu of <i>The Rent Collector</i> ; documentary basis for text	<i>The River of Victory</i>	NF	View documentary film about the Stung Meanchey landfill and a family that lives there.	3-2-1 Viewing Chart
CCSS 1.3.11-12 A, B, C, D, E, F, G, I, J, K	setting, character, conflict	<i>The Rent Collector</i> chapters 1-6; mythology texts TBD	F	Passage analysis (setting, characterization, conflict); exploration of Southeast Asian mythology	discussion, exit tickets, reading quizzes (as needed)
CCSS 1.3.11-12 A, B, C, D, E, F, G, I, J, K	setting (historical context and influence); character, conflict	<i>The Rent Collector</i> chapters 7-12; excerpts about surviving the Khmer Rouge from <i>To Destroy You Is No Loss</i> by Teeda Butt Mam and <i>First They Killed My Father</i> by Loung Ung	F	Passage analysis; Explore Khmer Rouge (excerpts) and human trafficking ; passage analysis	discussion, exit tickets, reading quizzes (as needed)
CCSS 1.3.11-12 A, B, C, D, E, F, G, I, J, K	genre, narrative structure, theme	<i>The Rent Collector</i> chapters 13-18	F	Passage analysis; applying the Hero's Journey, map the story of a Disney hero and Sarann (guided, then independent exploration)	Hero's Journey application, discussion, exit tickets, reading quizzes (as needed)
CCSS 1.3.11-12 A, B, C, D, E, F, G, I, J, K		<i>The Rent Collector</i> chapters 19-30 ; poetry TBD	F	Passage analysis; poetry connections	discussion, exit tickets, reading quizzes (as needed)
CCSS 1.4.11-12 M, N, P, Q, R, T, U	text-based creative writing	<i>The Rent Collector</i> and two other texts from the curriculum (<i>Night, Persepolis</i> , " <i>Master Harold</i> " and the boys, <i>Interpreter of Maladies</i> , <i>Buried in the Sky</i> , et al.)	N/A	Summative written response calling for connections among texts; students write a script for a potluck dinner party with Sang Ly, the student, and two other characters from the global literature curriculum, during which a central concept arises for discussion among the guests.	Narrative graded in steps + final (rubric)
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments

CC.1.2.11-12.J, K; CC.1.3.11-12.I, J; CC.1.4.11-12.E (a), K (a), Q (c)	Vocabulary instruction, internalization, demonstration of understanding	Oxford-Sadlier Vocabulary Book Level E	N/A	Units 1-3: introduction to words (in vocabulary book), practice with book pages, using words in context (e.g. sentence writing, stories, etc.), multimodal review (e.g. images, flashcards, quizlets, etc.)	Unit quiz for each unit; cumulative quiz for units 1-3 (reduced number of words)
CC.1.2.11-12.J, K; CC.1.3.11-12.I, J; CC.1.4.11-12.E (a), K (a), Q (c)	Vocabulary instruction, internalization, demonstration of understanding	Oxford-Sadlier Vocabulary Book Level E	N/A	Units 4-6: introduction to words (in vocabulary book), practice with book pages, using words in context (e.g. sentence writing, stories, etc.), multimodal review (e.g. images, flashcards, quizlets, etc.)	Unit quiz for each unit; cumulative quiz for units 4-6 (reduced number of words)
CC.1.2.11-12.J, K; CC.1.3.11-12.I, J; CC.1.4.11-12.E (a), K (a), Q (c)	Vocabulary instruction, internalization, demonstration of understanding	Oxford-Sadlier Vocabulary Book Level E	N/A	Units 7-9: introduction to words (in vocabulary book), practice with book pages, using words in context (e.g. sentence writing, stories, etc.), multimodal review (e.g. images, flashcards, quizlets, etc.)	Unit quiz for each unit; cumulative quiz for units 7-9 (reduced number of words)
CC.1.2.11-12.J, K; CC.1.3.11-12.I, J; CC.1.4.11-12.E (a), K (a), Q (c)	Vocabulary instruction, internalization, demonstration of understanding	Oxford-Sadlier Vocabulary Book Level E	N/A	Units 10-12: introduction to words (in vocabulary book), practice with book pages, using words in context (e.g. sentence writing, stories, etc.), multimodal review (e.g. images, flashcards, quizlets, etc.)	Unit quiz for each unit; cumulative quiz for units 10-12 (reduced number of words)

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
CC.1.4.11-12.V	brainstorming	"How to Tell a Unique Story to Admissions" https://www.youtube.com/watch?v=0MaLslu1vdE	NF	Intro video and initial college search task	Exit ticket (in Team Drive)
CC.1.2.11-12.C, D, E, F, K; CC.1.5.11-12.A	evaluating effectiveness of structure and development of ideas	"The bad, the good, the risky," "10 Tips for Writing the College Application Essay," and "[650] Words of Legit Narcissism" + Student essay samples A and B (all resources in Team Drive)	NF	Class reading of three "how to" articles + two application/ evaluation of student essays	Informal discussion + annotations regarding specific features

CC.1.2.11-12.C, D, E, F, J, K, L; CC.1.5.11-12.A, D, E, F	evaluating effectiveness of structure and development of ideas	Student sample essays (#1-8) (resources in Team Drive)	NF	College essay Fishbowl Socratic Circle	Rubric in Team Drive
CC.1.4.11-12.M, N, P, Q, R, T, U, X	Narrative writing	N/A	NF	College essay writing (brainstorming, reminder videos, peer review, revision, final)	Graded in steps + college essay final rubric (all materials in Team Drive)