

## Southern Cayuga Central School District – Curriculum Map

Subject: English 11

School Year: 2018-19

Prepared by: Wm. Mullarney

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Writing the Argument	<p><b><u>Claim, counterclaim, textual evidence, pullquotes, argument.</u></b></p> <p>What are the basic elements of an effective argument?</p> <p>How can we effectively use active reading and SUPA strategies to make sense of what we read?</p>	<p>Read article from <i>The New Yorker</i>, “The Really Big One.”</p> <p>Headings and Pullquotes activity, from the SUPA reading strategies.</p> <p>Use the Argument Organizer to plan/outline an effective argument and learn the basic elements of the task in preparation for a January Regents sitting.</p> <p>Draft, confer, revise, edit, share the final essay.</p>	<ul style="list-style-type: none"> <li>• Argument organizer</li> <li>• Headings/Pullquotes activity for reading comprehension</li> <li>• Argument essay</li> </ul>	2-3 weeks
Regents ELA Exam Prep	<p><b><u>Reading Comprehension, Argument, Text Analysis, central idea, writing strategy (literary techniques and elements, rhetorical device)</u></b></p> <p>How can we effectively prepare to do our best on the ELA Regents Exam w/out overdoing it or compromising our souls?</p>	<p>Pre-testing and diagnosis, using the argument task above for Part 2, the reading comp Part 1 from the August Regents, and the Text Analysis Part 3, also from the August Regents.</p> <p>Argument redux, using an actual Regents Argument task chosen from 5 options, and carefully completing an organizer, in detail, w/ all required elements included.</p> <p>Text Analysis revisited, using an organizer, grading our own papers according to the rubric and the anchor/practice papers, and then revising to hit at least a 3 level.</p> <p>Reading Comprehension Question strategies, w/ Active Reading.</p>	<ul style="list-style-type: none"> <li>• Pre-test of all Regents tasks, used to set SLO goals</li> <li>• Argument task organizer</li> <li>• Text Analysis 2, w/ organizer</li> <li>• The Regents Exam itself</li> </ul>	<p>Ongoing</p> <p>1 week, plus above</p> <p>3 weeks, ind. paced, I circulate and confer.</p>

		Reinforcement as needed, w/ individual prep option and schedule		
Study Skills and Strategies	<p><b><u>Self-testing, distributed practice, interleaved practice.</u></b></p> <p>What does the science and research say about the relative effectiveness of different study strategies?</p>	<p>Read two articles on study skills research from the NYT, “Forget What You Know About Good Study Habits” and “To Really Learn, Quit Studying and Take a Test.”.</p> <p>Active reading strategy for one article.</p> <p>Group/pair sharing of articles.</p> <p>Share in-depth chart of specific skills and their effectiveness.</p> <p>Journal response on changes to YOUR study habits.</p>	<ul style="list-style-type: none"> <li>• Active reading of article.</li> <li>• Journal response</li> </ul>	1 week
Vocabulary	<p>How can the study of <b>Latin</b> and <b>Greek</b> roots expand vocabulary?</p> <p>What are the Tier 2 Vocab words used on State Assessments that we need to know?</p>	<p>13 Latin lists and 10 Greek lists.</p> <p>Lists and review of Tier 2 words.</p> <p>Introduction, review (Kahoot!) and quiz for each list. Materials are prepared!</p> <p>Extra credit for Words of the Day and other words using the roots.</p>	<ul style="list-style-type: none"> <li>• Quiz for each list</li> </ul>	Ongoing, 1 day/week for 23 weeks. 3-4 weeks.
<p>Reading Literature, <i>The Things They Carried</i> by Tim O’Brien</p> <p>Personal Writing: Narrative, Personal Essay, Memoir, non-linear writing</p>	<p><b><u>Metafiction, emotional truth v. happening truth, terminology of the Vietnam War, narrative, memoir, personal essay, non-linear writing, text analysis, character analysis.</u></b></p> <p><b><u>Literary Element focus on conflict, irony, theme/central idea</u></b></p>	<p>Ongoing Journal Responses:</p> <ul style="list-style-type: none"> <li>• “What do YOU carry?”</li> <li>• “Spin” checkers analysis</li> </ul> <p>Film, “Dear America: Letters Home from Vietnam”</p> <ul style="list-style-type: none"> <li>• Response, discuss 3 things you learned, found interesting, or found surprising</li> </ul> <p>Response Questions for “On the Rainy River”, “How to Tell a True War Story”, “Sweetheart of the Song Tra</p>	<ul style="list-style-type: none"> <li>• Journal responses evaluated.</li> <li>• Story responses evaluated</li> <li>• Starting Point Writing</li> <li>• Group Presentation</li> <li>• Final Writing, text or character analysis</li> </ul>	4-5 weeks, counting time for the final writing task

	<p>Why do we tell stories?</p> <p>What makes a story “true”?</p> <p>How did the Vietnam War affect people who fought and people at home?</p>	<p>Bong”.</p> <p>Starting Point Writing: choice of starting points for personal writing choice. Your piece, your direction. Choose a starting point and GO.</p> <p>Film, “A Soldier’s Sweetheart”</p> <p>Group preparation and presentation of a story, the penultimate stories toward the end, “Speaking of Courage,” “Notes,” “In the Field,” “Good Form.”</p> <p>Final writing, option of Text Analysis or Character Analysis after reading the final story, “The Lives of the Dead.”</p>		
<p>Reading Literature, <i>No Country for Old Men</i> by Cormac McCarthy</p>	<p><b><u>Basic literary element review.</u></b> Focus on <b><u>characterization, allusion, setting, point of view.</u></b></p> <p>Prediction: How can we use what we know (schema) to make predictions about what will happen in what we read and watch?</p> <p>How does our view of the nature of good and evil affect the way we see the world and what we read?</p> <p>What is your philosophy of the consequences of your choices and actions? What is “<b>fate</b>” and how does it affect our lives?</p>	<p>Basic character tracking tool for early in the book.</p> <p>“Who is the Protagonist or main character of this novel? “ JE response after the above activity, and AGAIN at the end of the book.</p> <p>Prediction: How can we use what we know (schema) to make predictions about what will happen in the book?</p> <p>Specific scene close reading and analysis. What does the author want for us too understand? Camus quote.</p> <p>Character/Quotes activity.</p> <p>The title: allusion analysis/response.</p> <p>Final writing, Text Analysis</p>	<ul style="list-style-type: none"> <li>• Evaluation of specific reading responses</li> <li>• Character/Quotes activity as a part of the final assessment. A test of sorts.</li> <li>• Final writing as the other part, text analysis.</li> </ul>	<p>4-5 weeks, counting time for the final writing task</p>

Editing, Structural Skills	<p>Basic terminology of <b><u>sentence structure</u></b>, <b><u>grammar</u></b>, <b><u>punctuation</u></b>, <b><u>mechanics</u></b>.</p> <p>What skills can we develop to help us effectively edit our written work, the goal to be as error-free as possible?</p>	<p>Students copy sentences from their own completed pieces -- either sentences that I have marked or sentences they are not sure about – and paste them into a class GDoc. Once the Doc is loaded, students can copy to make their own and make changes before class. We then review these sentence by sentence in class, on the white board.</p> <p><i>NYT Copy Editing Quizzes. Pretty advanced, but still worth it for those moving on academically.</i></p>	<p>Students share their edited Docs w/ me. Graded on completion of each sentence.</p> <p>Self-evaluation on the Editing Quizzes.</p>	<p>Ongoing</p> <p>2-3 weeks total</p>
Non-Fiction Reading	<p>What are the basic elements of <b><u>analyzing</u></b> and <b><u>critiquing</u></b> a work of <b><u>journalism</u></b>?</p> <p>How can we effectively use active reading and SUPA strategies to make sense of what we read?</p>	<p>Reading non-fiction closely to prepare for college level work. Choice of long-form journalism article to actively read, critique, and discuss. Review of Active Reading Strategies and SUPA strategies.</p>	<ul style="list-style-type: none"> <li>• Active reading of piece</li> <li>• Pitch, Complaint, Moment – SUPA activity</li> <li>• Written Critique</li> </ul>	<p>2-3 weeks</p>
Fiction and Independent Reading	<p>What are the basic elements of creating an effective <b><u>text analysis</u></b> w/ a valid <b><u>claim</u></b> supported by <b><u>textual evidence</u></b>?</p> <p>How can we effectively use <b><u>active reading</u></b> and SUPA strategies to make sense of what we read?</p>	<p>Reading fiction closely to prepare for college level work through selected short stories, w/ reinforcement of Active Reading and SUPA strategies for analysis.</p> <p>Choosing a book on our own, fiction or non-fiction, w/ my help when needed.</p>	<ul style="list-style-type: none"> <li>• Contemporary short story, w/ analytical/claim essay</li> <li>• Independent Book Unit (May be non-fiction and fit into the above) w/ response options and final review/critique</li> <li>• Possibly one other story as well . . .</li> </ul>	<p>2 weeks</p> <p>4-5 weeks</p> <p>2 weeks</p>

	<p>What are the <b>elements of story</b> that writers can use/manipulate to create an effective piece?</p> <p><b>Characterization, plot, theme, language use, setting, structure, symbolism</b></p> <p>How can we effectively share and communicate the message that reading can be a positive lifelong activity for ALL of us?</p>			
Journal Writing	<p>How can responding to different prompts and focusing solely on getting thoughts from brain to paper allow us to develop <b>fluency</b> in our other writing?</p>	<p>Responding to various prompts, so shorter (5-10 minutes), some extended (15-20 minutes).</p>	<ul style="list-style-type: none"> <li>• Responses evaluated for content and development, NOT editing/structure.</li> </ul>	<p>Ongoing 2 weeks</p>
Tech Mini-Lessons	<p>How can make the best use of the technology at our disposal here at SC?</p>	<p>As they arise, but including: Effective use of the Google Classroom Using Docs, Forms, Slides, Sheets Voice typing Using Chromes off-line Cite This for Me Chrome extension</p>	<p>No formal evaluation, but checking to make sure students can and do use these lessons when appropriate.</p>	<p>Ongoing 1-2 weeks</p>