

**Draft:** Grade 11: Literary works should allow for consideration of historical and cultural context.

Each of the CCCM units contains texts of various genre related to American History:

Unit 1 The New World

Unit 2 A New Nation

Unit 3 American Romanticism

Unit 4 A Troubled Young Nation

Unit 5 Emerging Modernism

Unit 6 Challenges and Successes of the 20<sup>th</sup> Century

Qtr 1: Language for Information	Qtr 2: Language for Literary Response and Analysis	Qtr 3: Language for Literary Response and Analysis	Qtr 4: Research
Genre: Memoir/Autobiography/Essay/Speeches/Video/Photos	Genre: Short Story/Poetry/Fable	Genre: Novel/Drama	Research: Theme may vary
<p><b>Reading/Language Standards:</b>            R2 – Determine a central idea of a text and analyze its development over the course of the text...            R4 – Determine the meaning of words and phrases as they are used in a text.            R5 – Analyze in detail how an author’s ideas or claims are developed and refined...            R6- Determine an author’s point of view or purpose in a text...            RL9: Analyze how an author draws on and transforms source material in a specific work</p>	<p><b>Reading /LanguageStandards:</b>            R1 – Cite strong and thorough textual evidence...            R2 – Determine a theme or central idea of a text...            RL3 – Analyze how complex characters develop...            RL4 – Determine the meaning of words and phrases as they are used in the text...            RL5: Analyze how an author’s choice concerning how to structure a text...            R11 – Interpret, analyze, and evaluate narratives, poetry, etc...            RI1</p>	<p><b>Reading/Language Standards:</b>            RL1: Cite strong and thorough textual evidence...            RL2: Determine a theme/central idea of a text...            RL3: Analyze how complex characters develop...            RL4: Determine the meaning of words and phrases as they are used in the text...            RL5: RL5: Analyze how an author’s choice concerning how to structure a text...            L1</p>	<p><b>Reading/Language Standards</b>  <b>R7-</b> Integrate and evaluate content presented in diverse formats and media...  <b>R9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes  <b>R10</b> – Read and comprehend complex literary and informational texts independently and proficiently            L1 – Demonstrate</p>

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	L1 SL1		command of the conventions of standard English... L2 – Demonstrate command of the conventions... SL2 SL4
<p><b>Writing Standards:</b> W1 – Write arguments to support claims in an analysis of substantive topics or texts... W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing... W5 – Develop and strengthen writing as needed by planning...</p>	<p><b>Writing Standards:</b> W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing...</p>	<p><b>Writing Standards:</b> W1 W2 W4 W5</p>	<p><b>Writing Standards</b> W5 – Develop and strengthen writing as needed by planning... W7 –Conduct short, as well as more sustained research... W8 –Gather relevant information from multiple authoritative print and digital sources... W9 – Draw evidence from literary/informational text to support analysis</p>

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<p><b>Correlation to NYSED/ODELL Units</b>          I Reading Closely          2A Making evidence based claims</p>	<p><b>Correlation to NYSED/ODELL Units</b>          2B Making evidence based claims about literary technique</p>	<p><b>Correlation to NYSED/ODELL Units</b></p>	<p><b>Correlation to NYSED/ODELL Units</b>          3 Researching to Deepen Understanding</p>
<p><b>Additional Recommended Units</b>          Process Writing(writing process) – *Teachers begin the year with a unit on Process Writing          Each of the CCCM units contains texts of various genre:          Unit 1 The New World          Unit 2 A New Nation          Unit 3 American Romanticism          Unit 4 A Troubled Young Nation          Unit 5 Emerging Modernism          Unit 6 Challenges and Successes of the 20<sup>th</sup> Century</p>	<p><b>Additional Recommended Units</b>          CCCM texts</p>	<p><b>Additional Recommended Units</b>          CCCM texts</p>	
<p><b>Essential Understandings, Knowledge, Skills:</b>          *Read closely for information          *Explain what one has come to understand as a reader          *Employ reading strategies before, during, and after reading (ie chunking, root word, sounding out, prereading, rereading, margin notes, prior knowledge)          Literary Elements          *Recognize and understand the use of structure          *Identify the author’s claim and discuss how it is developed          *Identify textual support for a claim</p>	<p><b>Essential Understandings, Knowledge, Skills:</b>          *Develop a claim/theme          *Describe how the author uses literary elements and techniques in order develop ideas          *Students make meaning about the text          *Identify the differing</p>	<p><b>Essential Understandings, Knowledge, Skills:</b>          *Recognize a theme          *Read, comprehend and critique literary works          *Identify and explain the author’s choice of literary elements</p>	<p><b>Essential Understandings, Knowledge, Skills:</b>          *Develop inquiry questions – narrow focus          *Locate, assess and apply source material          *Assess web-based material          *Evaluate the perspective/bias of the author</p>

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	<p>characteristics that distinguish different literary forms</p> <p>*Analyze a character’s development throughout the text</p>	<p>and techniques and how they are used to develop ideas</p> <p>*Identify organizational pattern and text structure of literary works</p> <p>*Examine a literary selection from several different critical perspectives</p> <p>*Examine common cultural archetypes that pervade literature (ie hero/heroine, outsider/outcast, rebel, villain)</p> <p>*Identify the tone</p> <p>*Identify historical period and its significance</p> <p>*Understand the history of the novel/drama as a literary form</p>	<p>*Identify an inquiry path</p> <p>*Develop an inquiry path</p> <p>*Describe the meaning and consequences of plagiarism</p> <p>*Make and synthesize evidence based claims</p> <p>*Synthesize information from multiple sources</p> <p>*Record accurate notes from multiple sources</p> <p>*Read and follow instructions to complete an assigned task</p>
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<p><b>Essential Understandings, Knowledge, Skills:</b>          * Use process writing in order to generate well developed and structured writing, following the conventions of standard English          *Compose an essay on a given topic, either as their own expert, or using sources</p>	<p><b>Essential Understandings, Knowledge, Skills:</b>          *Determine theme          *Discuss the ways in which authors use literary elements and techniques to develop ideas          *Use textual evidence to support arguments          *Use direct quotations from text for support          *Increase general and specialized vocabulary through speaking, reading, and writing</p>	<p><b>Essential Understandings, Knowledge, Skills:</b>          *Identify the theme/point of view          *Identify the tone          *Identify historical period and its significance          *Understand the history of the novel/drama as a literary form          *Discuss use of conflict in literary works (i.e., man vs. nature, man vs. fate)</p>	<p><b>Essential Understandings, Knowledge, Skills</b>          *State a thesis that answers the research question          *Utilize selected format (MLA, APA) for citations in text and works cited          *Provide well developed, evidence based support in research papers          *Use grammatically accurate, clear and concise language when producing written products          *Establishes a clear and logical organization</p>
<p><b>Suggested Activities:</b>          Theme – School          Writing sample surrounding the theme of school          Teach Writing Process</p>	<p><b>Suggested Activities:</b>          Begin with poetry/short story as a tool for teaching students how</p>	<p><b>Suggested Activities:</b>          Characterization of minor and major</p>	<p><b>Suggested Activities:</b>          Conduct research          Respond to text          Use online resources</p>

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<p>Develop essay surrounding 2 photographs T-Chart/Web – Graphic Organizer Venn Diagram - Compare/Contrast Essay Revise writing</p>	<p>to write about literature Visual representation of story/poem Mark up the literature (highlight, circle, etc) – important to model for students Maintain a journal response log Use graphic organizers Class discussion Literary terms Jeopardy</p>	<p>characters Reader’s Theater Performance Story Board Graphic Organizer Small group presentations Dramatic audio reading of the selected work Monologue performances Discussion Small group presentations Puppetry with characterization</p>	<p>Use database resources Research paper Oral Presentation</p>
<p><b>Suggested Assessment Methods:</b> Essay (Formative, Summative) – ELA Regents Rubric Text centered discussion Written student responses Student self-assessments (i.e., questioning the text)</p>	<p><b>Suggested Assessment Methods:</b> Teacher observation and anecdotal notes based on class discussion Controlling idea essay Thematic/literary essay Written student responses Literary Terms Test –</p>	<p><b>Suggested Assessment Methods:</b> Teacher observation and anecdotal notes based on classroom discussions Student journals Performance with</p>	<p><b>Suggested Assessment Methods:</b> Research paper PowerPoint Presentation Teacher observation and anecdotal notes poster oral Presentation</p>

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	<p>identify literary terms embedded in a selected text</p> <p>Conduct an interview of a character in the text</p> <p>Illustrate plot</p> <p>Find literary elements embedded in the lyrics of a song</p>	<p>defined criteria</p> <p>Written student responses</p>	
<p><b>Suggested resources:</b></p> <p>CCCM texts</p> <p>Videos</p> <p>Photographs</p>	<p><b>Suggested Resources</b></p> <p>CCCM texts</p>	<p><b>Suggested Resources</b></p> <p>CCCM texts</p>	<p><b>Suggested Resources</b></p> <p>Class-driven themes</p>