

## 11 H Grade Curriculum Overview

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	CFU
<b>Narrative Writing</b> <b>Sept. 3-12</b>	<ul style="list-style-type: none"> <li>Sample published and student monologues</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies to brainstorm, plan, revise and strengthen writing</li> <li>Writing monologues</li> <li>Vocabulary development</li> <li>Air-self select and read texts based on interest</li> </ul>	<ul style="list-style-type: none"> <li>Personal monologue</li> </ul>	<ul style="list-style-type: none"> <li>Quick writes</li> </ul>
	<b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>W. 3</li> <li>L. 1,2,4</li> </ul>			
<b>Novel</b> <b>Sept. 20-Oct. 26</b>	<ul style="list-style-type: none"> <li><u>The Catcher in the Rye</u></li> </ul>	<ul style="list-style-type: none"> <li>Close reading</li> <li>Reading on a figurative level</li> <li>Determining theme</li> <li>Citing text-based evidence</li> <li>Forming Questions</li> <li>Literary analysis</li> <li>Revision</li> <li>Engage in evidence-based discussions</li> <li>Vocabulary development</li> <li>AIR</li> </ul>	<ul style="list-style-type: none"> <li>Literary analysis essay</li> <li>Monologue from Holden's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Reading quizzes</li> <li>Silent discussion</li> <li>Small group/whole class discussion</li> <li>Reading responses</li> </ul>

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<b>Regents Review</b> <b>October 29--Nov.9</b>	<ul style="list-style-type: none"> <li>• June 2018 regents and exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• M/C strategies for success</li> <li>• Determining central idea</li> <li>• Identifying literary elements used in a text</li> <li>• Writing a text analysis essay</li> <li>• Identifying supporting reasons for and against an issue in a text</li> <li>• Structuring and writing a written argument</li> <li>• Integrating sources</li> <li>• Paraphrasing</li> <li>• MLA citation</li> <li>• Revision</li> <li>• Editing</li> <li>• Engage in evidence based discussions</li> <li>• Vocabulary development</li> <li>• AIR</li> </ul>	<ul style="list-style-type: none"> <li>• Completing all three tasks on the June 2018 regents</li> </ul>	<ul style="list-style-type: none"> <li>• Pair share</li> <li>• Gallery walk</li> <li>• Peer edit</li> <li>• Teacher monitoring of process</li> </ul>

	<b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>• R. 1,2,3,8,9</li> <li>• W. 1,2,5,7</li> <li>• L. 1,2,4</li> </ul>			
<b>Shakespeare</b> <b>Nov. 13--Nov. 20 and</b> <b>Nov. 26—Dec. 21</b>	<ul style="list-style-type: none"> <li>• <u>Hamlet</u></li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Determining central idea</li> <li>• Citing text-based evidence</li> <li>• Forming Questions</li> <li>• Literary Analysis</li> <li>• Revision</li> <li>• Paraphrasing</li> <li>• Recitation</li> <li>• Engage in evidence-based discussions</li> <li>• Vocabulary development</li> <li>• AIR</li> </ul>	<ul style="list-style-type: none"> <li>• Literary Analysis essay</li> </ul>	<ul style="list-style-type: none"> <li>• Turn and talk</li> <li>• Reading quizzes</li> <li>• Quick write</li> <li>• Teacher monitoring</li> </ul>
	<b>STANDARDS:</b> <b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>• R. 1,2,3,9</li> <li>• W. 5</li> <li>• SL. 1,6</li> <li>• L. 1,2,4,5</li> </ul>			

<p><b>Regents Review Jan. 7-18</b></p>	<ul style="list-style-type: none"> <li>• August 2018 regents and exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• M/C strategies for success</li> <li>• Determining central idea</li> <li>• Identifying literary elements used in a text</li> <li>• Writing a text analysis essay</li> <li>• Identifying supporting reasons for and against an issue in a text</li> <li>• Structuring and writing a written argument</li> <li>• Integrating sources</li> <li>• Paraphrasing</li> <li>• MLA citation</li> <li>• Revision</li> <li>• Editing</li> <li>• Engaging in evidence-based discussions</li> <li>• Vocabulary development</li> <li>• AIR</li> </ul>	<ul style="list-style-type: none"> <li>• Completing all three tasks on the August 2018 regents</li> </ul>	<ul style="list-style-type: none"> <li>• Pair share</li> <li>• Gallery walk</li> <li>• Peer edit</li> <li>• Teacher monitoring of process</li> </ul>
	<p><b>STANDARDS: NYS Next Generation ELA Standards</b></p> <ul style="list-style-type: none"> <li>• R. 1,2,3,8,9</li> <li>• W. 1,2,5,7</li> <li>• L. 1,2,4</li> </ul>			

<p><b>Narrative Writing</b> Jan. 23-Feb. 15</p>	<ul style="list-style-type: none"> <li>Published and Student Samples of Multi-genre projects</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of strategies to brainstorm, plan, revise and strengthen writing</li> <li>Writing in multiple genres</li> <li>Vocabulary development</li> <li>AIR</li> </ul>	<ul style="list-style-type: none"> <li>Multi-genre project</li> </ul>	<ul style="list-style-type: none"> <li>Quick writes</li> <li>Pair share</li> </ul>
	<p><b>STANDARDS: NYS Next Generation ELA Standards</b></p> <ul style="list-style-type: none"> <li>W. 3</li> <li>L. 1,2,4</li> </ul>			
<p><b>Research</b> Feb. 25—March 15</p>	<ul style="list-style-type: none"> <li>Topic TBD</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Selecting appropriate supporting evidence</li> <li>Integrating sources</li> <li>Paraphrasing</li> <li>Structuring and writing an informative/ explanatory text</li> <li>MLA citation</li> <li>Revision</li> <li>Editing</li> <li>Engaging in evidence-based discussions</li> <li>Vocabulary development</li> <li>AIR</li> </ul>	<ul style="list-style-type: none"> <li>Writing a research based informative or explanatory essay</li> <li>Collaborative presentation of findings</li> </ul>	<ul style="list-style-type: none"> <li>Quick writes</li> <li>Pair share</li> <li>Gallery walk</li> <li>Peer edit</li> <li>Teacher monitoring of process</li> </ul>

	<b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>• R. 1</li> <li>• W. 2,5,6,7</li> <li>• SL. 1,4,5,6</li> <li>• L. 1,2,4</li> </ul>			
<b>Short Story</b> <b>March 18—April 12</b>	<ul style="list-style-type: none"> <li>• Selection of 7-8 stories including “Starfood”, “Sonny’s Blue’s” “I Stand Here Ironing” “Sucker”, “The Scarlet Ibis”, “Monk”.</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Determining theme</li> <li>• Citing text-based evidence</li> <li>• Forming Questions</li> <li>• Literary analysis of a theme across two or more stories</li> <li>• Revision</li> <li>• Engaging in evidence-based discussions about texts</li> <li>• Vocabulary development</li> <li>• AIR</li> </ul>	<ul style="list-style-type: none"> <li>• Literary analysis of a theme across two or more stories</li> </ul>	<ul style="list-style-type: none"> <li>• Reading quizzes</li> <li>• Quick writes</li> <li>• Pair share</li> <li>• Small group/whole class discussion</li> </ul>
	<b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>• R.1, 2, 3, 5, 9</li> <li>• W. 4,5</li> <li>• SL. 1</li> <li>• L. 1,2,4</li> </ul>			
<b>Novel</b> <b>April 22—May 17</b>	<ul style="list-style-type: none"> <li>• <u>The Great Gatsby</u></li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Determining theme</li> <li>• Citing text-based evidence</li> <li>• Forming Questions</li> <li>• Literary analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading of several key passages</li> <li>• Literary analysis essay</li> </ul>	<ul style="list-style-type: none"> <li>• Reading quizzes</li> <li>• Silent discussion</li> <li>• Small group/whole class discussion</li> </ul>

		<ul style="list-style-type: none"> <li>● Revision</li> <li>● Engaging in evidence-based discussions about texts</li> <li>● Vocabulary development</li> <li>● AIR</li> </ul>		
	<b>STANDARDS: NYS Next Generation ELA Standards</b> <ul style="list-style-type: none"> <li>● R.1, 2, 3, 5, 9</li> <li>● W. 4,5</li> <li>● SL. 1</li> <li>● L. 1,2,4</li> </ul>			
<b>Poetry</b> <b>May 20—June 17</b>	Poetry packets of accessible published poems	<ul style="list-style-type: none"> <li>● Chunking poem for units of thought</li> <li>● Making connections to literature</li> <li>● Determining central idea</li> <li>● Identifying literary elements used in a poem</li> <li>● Writing poetry</li> <li>● Forming Questions</li> <li>● Explicating a poem</li> <li>● Reciting a poem to enhance meaning</li> <li>● Engaging in evidence-based discussions about texts</li> <li>● Vocabulary development</li> <li>● AIR</li> </ul>	<ul style="list-style-type: none"> <li>● Favorite poem response/reflection</li> <li>● Explication of a poem</li> <li>● Fishbowl on poems</li> <li>● Original poem</li> </ul>	<ul style="list-style-type: none"> <li>● Silent discussion</li> <li>● Turn and talk</li> </ul>

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|  | <ul style="list-style-type: none"><li>• R. 1,2,4,5,9</li><li>• L. 2,4,5</li><li>• SL. 1,5</li><li>• L.1,2,4,5</li></ul> |
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